CHAPTER FIVE : FINDINGS, CONCLUSIONS & SUGGESTIONS

5.0.0 INTRODUCTION

The researcher has arrived at the stage of listing the findings and drawing the conclusions after rigorous exercise of analyzing the data and putting insight to make objectives more fruitful and significant for a layman and technical persons associated with the work of teaching and learning at various levels. The writing of research findings is usually the concluding task of research endeavor. Everything has been combined together during writing of the findings. It is a matter of communicating what was done? What occurred? And What the result mean? In a concise, understandable, accurate and logical manner. The process of summarizing the findings, arrival at conclusion, making recommendations and formulating proper generalizations for population to which these are applicable, is an important component of any research. It serves as a refresher for the person involved in the research project to focus on the investigation perspective of the problem. It has a dissemination function because it is crucial to future practical applications of the findings. It aids the future workers to understand the general purpose and the findings of the study.

On the basis of the analysis and interpretation of data disused in the previous chapter certain findings have been obtained and conclusions are drawn. The present chapter has been organized under the following headings:

5.1.0 Findings of Study

5.2.0 Testing of Hypothesis
5.1.0 FINDINGS OF THE STUDY

The findings are systematically arranged and presented here in accordance with the objective as follows:

Objective-I : To study the Social and Economic Deprivation of Under Graduates

5.1.1 Findings related to Representativeness of Sample

* The distribution of SES scores in the total sample was found normal with slight positive skewness and leptokurtosis

5.1.2 Findings related to Deprivation of Undergraduates.

* 48% undergraduates of the total sample are socially and economically deprived. While 17% undergraduates are non deprived.

* Socially and economically deprived group consists 53% of girls students and 47% of Boys students.
In socially and economically deprived group 39% are SC.ST, 37% are from general category and 24% are from OBC category.

**Objective-I : To study the Activism of Socially and Economically Deprived Under Graduates**

5.1.3 *Findings related to the Student Activism of Undergraduates*

* The mean values of student Activism of undergraduate were 44.658 and 48.773 for socially and economically deprived and non deprived group respectively. It shows that though the activism of non deprived group is more than the deprived group but youth from both the groups are average activism.

* In relation to student activism, deprived male has high mean value than non deprived male. C.R. value for deprived and non deprived male was found significant at 0.01 level which has suggested that there was a difference between deprived and non deprived male in relation to their activism.

* Mean value for student activism of non deprived female was found more in comparison to deprived female undergraduates. The C.R. value for deprived and non deprived female was found significant at 0.01 level.

* As far as the total group of deprived and non deprived was concerned. The mean value of non deprived group was more than deprived group and the
difference of mean valued was found significant at 0.01 level of significance.

This is clear indication that non deprived undergraduates were having more activism in comparison to deprived undergraduates

**Findings related to the Student Activism of Male and Female Undergraduates.**

* On the basis of the mean scores of student Activism, it can be said that in deprived group male students are more activists. The C.R. value between male and female students in deprived group was found significant at 0.01 level.

* In non deprived group the female students have higher mean value on student activism scale. The C.R. value was significant at 0.01 level, it showed difference between non deprived male and female undergraduates.

* In non deprived group girls were found more activists and in deprived group boys were found more activists

**Findings related to the Student Activism of Undergraduates from Different Categories**

* Mean values for deprived and non deprived undergraduate from general category were 49.119 and 55.293 respectively. The C.R. value was significant
at 0.05 level, it showed difference between deprived and non deprived general category students.

* In OBC category the mean value for non deprived group was more than the deprived group. The C.R. value was found significant at 0.01 level. It indicated that there exists significant difference between deprived and non deprived undergraduates from OBC category.

* The mean values of student Activism of deprived and non deprived from SC/ST category were 43.183 and 42.333 respectively and the difference between two mean was not found significant at any level of significance.

**Finding related to Significant Difference between Student Activism of Undergraduates from Different Categories**

* In deprived group General category undergraduates were found highly activists followed by SC.ST undergraduate. OBC category undergraduates were found least activists.

* In deprived group all the C.R. values, for general and OBC, for General and SC/ST and for OBC and SC/ST were found significant.
* General category students were found more activists than OBC category students.

* General category student were found more activists than SC/ST category students.

* Students from SC/ST category had more activism is comparison to students from OBC category.

* In non deprived group, General category students were found most activist followed by OBC and S/ST category students were found least activists.

* No significant difference was found between general and OBC category students in relation to student Activism. Both groups were equally socially interactive.

* Significant difference was found between SC/ST and General category. General category students were found more activists.

* The mean value for OBC group and SC/ST group were 48.984 and 42.333 respectively and the difference was found significant at 0.05 level.

* OBC category undergraduates were found having more activism in comparison to SC/ST students.
Objective-3: To study the Level of Aspiration of Socially and Economically Deprived Under Graduates

5.1.4 Findings related to Level of Aspiration of undergraduates

Findings related to Level of Aspiration of Deprived and Non Deprived Undergraduates

* The mean values on level of aspiration test for deprived and non deprived male were 3.441 and 3.083 respectively and no significant difference was found.

* The mean values for level of aspiration were found 2.478 and 2.065 for deprived and non deprived female undergraduates respectively. No significant difference existed between deprived and non deprived female undergraduates in relation to their level of aspiration.

* In total group of deprived and non deprived undergraduates, the C.R. value was found significant at .05 level. It indicated that there existed significant difference between deprived and non deprived group in relation to their level of aspiration.

The C.R. value between the groups revealed:

1. Deprived and non deprived male undergraduates have equal level of aspiration.
2. Deprived and non deprived female undergraduates have equal level of aspiration.

3. Non deprived undergraduates have higher aspirations in comparison to deprived undergraduate.

**Findings related to Level of Aspiration of Male and Female Undergraduates**

*In deprived group*

Mean value of male group was higher in comparison to female group. Significant difference was found at 0.01 level between deprived male and female undergraduates.

*In non deprived group*

Mean value for female group was higher in comparison to male students. Significant difference was found at 0.05 level.

The C.R. value between the two groups indicated:

1. Deprived male students had higher aspiration in comparison to deprived female students.

2. Non deprived female students had higher aspirations in comparison to non deprived male students.

**Findings Related to Level of Aspiration of Deprived and Non Deprived Undergraduates from Different Categories**

* Undergraduates from general category whether they are deprived or non deprived have equal aspirations as no significant difference existed between the two groups.
* In OBC category significant difference was found at 0.05 level. Non deprived undergraduates were found to be more asperious.

* In SC/ST category the C.R. value 1.006 was found insignificant at 0.05 level. It indicated that no significant difference existed between deprived and non deprived group of SC/ST category.

* The C.R. values between deprived and non deprived undergraduates from different categories revealed the following facts:

1. Deprived and non deprived students from general category have equal level of aspirations.

2. Deprived and non deprived students from scheduled caste and schedule tribes have equal level of aspirations.

3. Non deprived students from OBC category have higher aspirations in comparison to deprived students.

**Finding related to Significant Difference between Level of Aspiration of Undergraduates from Different Categories**

* In deprived group

There existed no significant difference between general & OBC, OBC & SC/ST and general & SC/ST in relation to their level of aspiration. All the categories have equal aspirations.
In non deprived group

No significant difference was found between general & OBC, OBC & SC/St and general & SC/ST in relation to their level of aspirations. Undergraduates from all categories have equal level of aspiration.

The C.R. values related to level of aspiration of undergraduates from deprived and non deprived group revealed that

* Undergraduates, whether they are from any category, general OBC or SC/ST, have equal aspirations, category does not affect level of aspiration. So level of aspiration of undergraduates is hardly affected by their category.

Objective-4: To study the Academic Achievement of Socially and Economically Deprived Undergraduates

5.1.5 Findings related to Academic Achievement

Findings related to Academic Achievement of Deprived and Non Deprived Undergraduates.

* As far as the mean scores of academic achievement of deprived and non deprived group are concerned, non deprived group had shown higher mean scores. The difference between mean scores of deprived and non deprived
group was found significant at 0.01 level. Non deprived students had higher academic achievement than deprived students.

* In male group non deprived students had higher mean value on academic achievement in comparison to deprived male students. The significant difference was found between deprived and non deprived male student at 0.01 level.

* In female group, non deprived female students showed higher mean value on academic achievement than deprived female undergraduates. Significant difference was seen between the two groups at 0.01 level of significance.

All the C.R. values communicated that

* Non deprived students had a better academic achievement in comparison to deprived students.

* Non deprived male students’ academic achievement was better than deprived male students’ achievement.

* Non deprived female students had higher academic achievement than deprived female students.

* Findings related to Academic achievement of Undergraduates Sex Wise.

* In deprived group
Mean value of male group was higher in comparison to female group. But no significant difference was found at 0.05 level between deprived male and female undergraduates.

* In non deprived group

Mean value for male group, 69.733 was higher in comparison to female students’ mean value 66.354. Significant difference was found at 0.01 level.

The C.R. value between the two groups indicated:

1. Deprived male and deprived female students had equal academic achievement.

2. Non deprived male students had higher academic achievement. in comparison to non deprived female students.

Findings related to Academic achievement of Undergraduates Category Wise.

* In every category general, OBC and SC/ST, non deprived group showed a higher academic achievement than deprived group.

The calculated C.R. Values on academic achievement of undergraduates from different categories exposed that

1. In general category there existed significant difference between deprived and non deprived undergraduates in relation to their academic achievement. Non
deprived undergraduates from general category had better academic achievement.

2. In OBC category, the difference between deprived and non deprived group was found significant at 0.01 level. Non deprived undergraduate showed better academic achievement.

3. In SC/ST category, the computed C.R. value 4.753 was found significant at 0.01 level, which indicated that non deprived SC/ST students had a better academic achievement in comparison to deprived undergraduates.

Overall the findings suggest that deprivation effect academic achievement.

Findings related to Significant Difference between Academic Achievement of Deprived and Non Deprived Undergraduates

Deprived group

* As far as the category wise academic achievement of deprived undergraduates was concerned, the mean values of general, OBC and SC/ST were 62.77, 62.396 61.627 respectively. No significant difference was found between general & OBC, OBC & SST and General & SC/ST in relation to their academic achievement. It can be inferred that there existed no significant difference among different categories in relation to their academic achievement.

Non deprived group

* The mean values of academic achievement scores of undergraduates belonging to general, OBC and SC/ST were 68.907, 69.016 and 66.949
respectively. The difference of mean values between general Vs. OBC, OBC Vs. SC/ST and General Vs. SC/ST were found insignificant, it revealed that there existed no significant difference among different categories in relation to their academic achievement.

Above observations about deprived and non deprived group indicate that category does not effect academic achievement.

**Objective-5 : To study the Interrelationship between Dependent and Independent Variables**

**5.1.6 Findings related to Interrelationship between Dependent and Independent Variables**

* The findings indicated that correlation between deprivation and student activism was negligible but positively correlated and value was significant at 0.05 level.

* SES also showed negligible but positive correlation with level of aspiration which was found insignificant at 0.05 level.
Coefficient of correlation between SES and academic achievement was 0.332 which was low but positively correlated. The 'r' value was also found significant at 0.01 level.

Interrelationship between student activism and level of aspiration showed positive but very low correlation but the 'r' value was found significant at 0.01 level.

Student activism with academic achievement and Student activism with level of aspiration, were having negligible but positive correlation. Both 'r' values were found insignificant at 0.05 level of significance.

5.2.0 TESTING OF HYPOTHESES

H1 There exists no significant difference between deprived and non deprived undergraduates in relation to their student activism is rejected as significant difference was found at 0.01 level between deprived and non deprived undergraduates in relation to their student activism.

H2 There exists no significant difference between deprived and non deprived male undergraduates in relation to their student activism is rejected as significant difference was found at 0.01 level between deprived and non deprived male undergraduates in relation to their student activism.
H3 There exists no significant difference between deprived and non deprived female undergraduates in relation to their student activism is rejected as significant difference was found at 0.01 level between deprived and non deprived female undergraduates in relation to their student activism.

H4 There exists no significant difference between male and female undergraduates from deprived group in relation to their student activism is rejected as significant difference was seen at 0.01 level between male and female undergraduate. In this group males were found more activists in nature than male students.

H5 There exists no significant difference between male and female undergraduates from non deprived group in relation to their student activism is rejected as significant difference was seen at 0.01 level between male and female undergraduate. In this group females were found more activists in nature than male students.

H6 There exists no significant difference between deprived and non deprived undergraduates from general category in relation to their student activism is rejected as significant difference was found at 0.05 level between deprived and non deprived undergraduates in relation to their student activism.
H7  *There exists no significant difference between deprived and non deprived undergraduates from OBC category in relation to their student activism* is rejected as significant difference was found between deprived and non deprived undergraduates in relation to their student activism at 0.01 level. Non deprived undergraduates from OBC category were found more activists in nature in comparison to deprived undergraduates.

H8  *There exists no significant difference between deprived and non deprived undergraduates from SC/ST category in relation to their student activism* is accepted as no significant difference was found between deprived and non deprived undergraduates in relation to their student activism at 0.05 level. Both the groups were equally activists.

H9  *There exists no Significant difference between deprived undergraduates from general category and OBC category in relation to their students activism* is rejected as significant difference was found between general and OBC deprived undergraduates at 0.01 level. General category deprived undergraduates were found more activists in nature in comparison to deprived OBC category undergraduates.
**H10**  *There exists no Significant difference between deprived undergraduates from general category and SC/ST category in relation to their students activism* is rejected as calculated CR value was significant at 0.01 level. Deprived students from general category showed higher student activism.

**H11**  *There exists no Significant difference between deprived undergraduates from OBC category and SC/ST category in relation to their students activism* is rejected as significant difference was found between OBC and SC/ST deprived undergraduates at 0.05 level. SC/ST category deprived undergraduates were found more activists in nature.

**H12**  *There exists no significant difference between non deprived undergraduates from general and OBC category in relation to their students activism* was rejected as the value was significant at 0.05 level. General category students were found more activists than OBC category students.

**H13**  *There exists no significant difference between non deprived undergraduates from general and SC/ST category in relation to their students activism* is rejected as calculated CR value was significant at 0.01 level. Non deprived students from general category showed higher student activism.
H14 *There exists no significant difference between non deprived undergraduates from OBC and SC/ST category in relation to their students activism* is rejected as calculated CR value was significant at 0.05 level. Non deprived students from OBC category were more activists in nature.

H15 *There exists no significant difference between deprived and non deprived undergraduates in relation to their level of aspiration* is rejected as the CR value was significant at 0.05 level. Non deprived undergraduates had higher level of aspiration.

H16 *There exists no significant difference between deprived and non deprived male undergraduates in relation to their level of aspiration* is accepted as no significant difference was found between deprived and non deprived male.

H17 *There exists no significant difference between deprived and non deprived female undergraduates in relation to their level of aspiration* is accepted as no significant difference was found between deprived and non deprived female undergraduates.

H18 *There exists no significant difference between male and female undergraduates from deprived group in relation to their level of aspiration*
is rejected as significant difference was seen at 0.01 level between male and female undergraduate. In this group males’ level of aspiration is found higher.

**H19** *There exists no significant difference between male and female undergraduates from non deprived group in relation to their level of aspiration* is rejected as significant difference was seen at 0.01 level between male and female undergraduate. In this group females showed higher level of aspiration.

**H20** *There exists no significant difference between deprived and non deprived undergraduates from general category in relation to their level of aspiration* is accepted as no significant difference was found at 0.05 level between deprived and non deprived undergraduates in relation to their level of aspiration.

**H21** *There exists no significant difference between deprived and non deprived undergraduates from OBC category in relation to their level of aspiration* is rejected as significant difference was found between deprived and non deprived undergraduates in relation to their level of aspiration at 0.05 level. Non deprived undergraduates from OBC category showed higher level of aspiration in comparison to deprived undergraduates.
H22 There exists no significant difference between deprived and non deprived undergraduates from SC/ST category in relation to their level of aspiration. Is accepted as no significant difference was found between deprived and non deprived undergraduates in relation to their level of aspiration at 0.05 level. Both the groups were equally asperious.

H23 There exists no Significant difference between deprived undergraduates from general category and OBC category in relation to their level of aspiration. Is accepted as no significant difference was found between general and OBC deprived undergraduates at 0.05 level. Both the groups had equal level of aspirations.

H24 There exists no Significant difference between deprived undergraduates from general category and SC/ST category in relation to their level of aspiration. Is accepted as calculated CR value was insignificant at 0.05 level. Deprived students from general category and SC/ST category showed equal aspirations.

H25 There exists no Significant difference between deprived undergraduates from OBC category and SC/ST category in relation to their level of aspiration.
aspiration is accepted as no significant difference was found between OBC and SC/ST deprived undergraduates from OBC and SC/ST category.

**H26** *There exists no significant difference between non deprived undergraduates from general and OBC category in relation to their level of aspiration* was accepted as the value was insignificant at 0.05 level. General category students and OBC category students were having equal level of aspirations.

**H27** *There exists no significant difference between non deprived undergraduates from general and SC/ST category in relation to their level of aspiration* is accepted as calculated CR value was insignificant at 0.05 level.

**H28** *There exists no significant difference between non deprived undergraduates from OBC and SC/ST category in relation to their level of aspiration* is accepted as calculated CR value was insignificant at 0.05 level. Non deprived students from OBC category and SC/ST category had equal aspirations.

**H29** *There exists no significant difference between deprived and non deprived undergraduates in relation to their academic achievement* is rejected as significant difference was found at 0.01 level between deprived and non deprived undergraduates in relation to their student activism.
H30  *There exists no significant difference between deprived and non deprived male undergraduates in relation to their academic achievement* is rejected as significant difference was found at 0.01 level between deprived and non deprived male undergraduates in relation to their academic achievement.

H31  *There exists no significant difference between deprived and non deprived female undergraduates in relation to their academic achievement* is rejected as significant difference was found at 0.01 level between deprived and non deprived female undergraduates in relation to their academic achievement.

H32  *There exists no significant difference between male and female undergraduates from deprived group in relation to their academic achievement* is accepted as no significant difference was seen at 0.05 level between male and female undergraduate. In this group male and female students had equal academic achievement.

H33  *There exists no significant difference between male and female undergraduates from non deprived group in relation to their academic achievement* is rejected as significant difference was seen at 0.01 level between male and female undergraduate. In this group male students showed better academic achievement.
H34  There exists no significant difference between deprived and non deprived undergraduates from general category in relation to their academic achievement is rejected as significant difference was found at 0.01 level between deprived and non deprived undergraduates in relation to their academic achievement.

H35  There exists no significant difference between deprived and non deprived undergraduates from OBC category in relation to their academic achievement is rejected as significant difference was found between deprived and non deprived undergraduates in relation to their academic achievement at 0.01 level. Non deprived undergraduates from OBC category were having better academic achievement.

H36  There exists no significant difference between deprived and non deprived undergraduates from SC/ST category in relation to their academic achievement is rejected as significant difference was found between deprived and non deprived undergraduates in relation to their academic achievement at 0.01 level.

H37  There exists no Significant difference between deprived undergraduates from general category and OBC category in relation to their academic
**achievement** is accepted as no significant difference was found between general and OBC deprived undergraduates at 0.05 level.

H38  *There exists no Significant difference between deprived undergraduates from general category and SC/ST category in relation to their academic achievement* is accepted as calculated CR value was insignificant at 0.05 level. Students from both the groups had same academic achievement.

H39  *There exists no Significant difference between deprived undergraduates from OBC category and SC/ST category in relation to their academic achievement* is accepted as no significant difference was found between general and OBC deprived undergraduates at 0.05 level.

H140 *There exists no significant difference between non deprived undergraduates from general and OBC category in relation to their academic achievement* is accepted as calculated CR value was insignificant at 0.05 level. Students from both the groups had same academic achievement.

H41 *There exists no significant difference between non deprived undergraduates from general and SC/ST category in relation to their academic achievement* is accepted as calculated CR value was insignificant at 0.05 level. Students from both the groups had same academic achievement.
H42  *There exists no significant difference between non deprived undergraduates from OBC and SC/ST category in relation to their academic achievement* is accepted as calculated CR value was insignificant at 0.05 level.

H43  *There exists no significant relationship between deprivation and student Activism* is rejected as negligible but positive correlation was found between SES and student activism and the value was significant at 0.05 level.

H44  *There exists no significant relationship between deprivation and level of aspiration* is accepted as calculated ‘r’ value was insignificant at 0.05 level.

H45  *There exists no significant relationship between deprivation and academic achievement* is rejected as low but positive correlation was found between SES and academic achievement, and the value was significant at 0.01 level.

H46  *There exists no significant relationship between student Activism and level of aspiration* is rejected as very low but positive correlation was found between student activism and level of aspiration and the value was significant at 0.01 level.

H47  *There exists no significant relationship between student Activism and academic achievement* is accepted as calculated ‘r’ value was insignificant at 0.05 level.
There exists no significant relationship between level of aspiration and academic achievement is accepted as calculated ‘r’ value was insignificant at 0.05 level.

5.3.0 CONCLUSION

The major facts which have emerged out from the detailed description of the findings of the study, are that socially and economically deprived undergraduates are less activists than non deprived undergraduates whereas deprived male are more activists than non deprived male undergraduates, non deprived female undergraduates are more activists than deprived female students. Male students from deprived families are more activists than female students and female students from non deprived families are more activists than male students. Non deprived undergraduates from general, OBC and SC,ST category showed higher student activism than non deprived students. General category undergraduates whether from deprived or non deprived group were found more activists than any other category.

As far as the level of aspiration of deprived students is concerned, non deprived undergraduates had higher level of aspiration. In deprived group, male students had higher aspirations and in non deprived group female had higher aspirations. Undergraduates from all the categories have equal level of aspiration.
Category does not affect level of aspiration. Non deprived students had a better academic achievement in comparison to deprived students. There existed no significant difference between deprive boys and girls students in relation to their academic achievement. In socially and economically non deprived group, academic achievement of boys was greater than girl students. There existed no significant difference among different categories in relation to their academic achievement. Above observations about deprived and non deprived group indicated that category does not effect academic achievement.

5.4.0 EDUCATIONAL IMPLICATIONS

Research is of no value until its findings are applied for anything, which may have some practical importance. The present research is about the deprived youth. Youth is the asset of any country. India's resurgence potential as an economic and a socially responsible power rests on the Indian youth. India's youth have a very unique advantage, a combination of mobility, language, education, a thirst for knowledge and a technology-savvy nature, qualities that will drive the nation's growth in the coming years. What the youth can expect in the years to come will depend on how well they understand and leverage their rights and how willingly and efficiently they are able to shoulder their responsibilities. Fortunately, the current knowledge base of the society, as also the experiences of the past, is broad enough to help the present generation
overcome the challenges with confidence and zeal. In such situations the findings of
the present study may be useful for the parents, teachers, Educationists, Policy
Makers, Social Workers, Counselors and Guidance Workers to tackle the problems of
deprieved youth and utilize their potential in right direction.

FOR PARENTS

For vulnerable and disadvantaged groups ongoing support is especially
important to help and protect them against the later development of further barriers.
The present research suggests that the later teenage years may also be a crucial time,
in which interventions to help young people realize their aspirations may be
particularly effective. It is equally important that the adolescent knows their
contribution is important. This can only occur when youth are allowed to make
meaningful contributions to their communities and to other human beings.

The present study will also make the parents understood that for being a
responsible citizen of the society, children should raise their voice if they see any
injustice around them and their parents should also encourage them for doing so
because their activism would have a positive effect on their self-concept, for a better
future.

FOR SCHOOLS
The early years of a child’s life are a key time in the formation and development of aspirations. Schools can play a part in maintaining and realizing ambitions, and the support they provide becomes more important when family resources are limited. Formation of student cabinet at school and cabinet level should also help to decide the role of students in planning and organizing. By deciding the role of students, schools and college, can help the students for raising their voice against any wrong done. It would also help to develop positive activism in students

**FOR TEACHERS**

School staff also needs to be aware of the role they play in cultivating children’s aspirations through assessment and messages about academic performance and that these may be more significant for children whose family background does not offer support for their abilities and aspirations. Teachers should acknowledge the negative impact that educators’ low expectations, based on racism or stereotyping, can have for underserved students. The present study will make the teachers known that education not only means to decide what is right or what is wrong, but it also means to stand against any wrong done. So, the present study will help the teachers to develop such qualities in deprived students through education that they can raise their voice against injustice.
FOR COUNSELLOR

As children mature, they need easy access to appropriate information, advice and guidance services, but for some disadvantaged young people, accessible services alone are not enough: support needs to come from a tutor, youth worker or mentor who knows the young person well, can help them see beyond their situation to what they can become, and motivate them to take the steps necessary to reach their goal. Counselors may help the students in deciding an appropriate level of aspiration, neither too low nor too high.

FOR POLICYMAKERS

By drawing attention to the fact that we all have preconceived notions about people based on our cultural beliefs and by illustrating how damaging those beliefs can be to the success of underserved students, we take a fundamental step toward helping educators recognize how cultural beliefs close doors for students and how these doors can be reopened. Open discussions about cultural belief systems in educator pre-service and in-service programs as well as awareness sessions in workshops and seminars at the district and school level can bring the topic into the spotlight. So through this study the policy maker would be aware that what steps government should undertake and how to train teachers so that they may help deprived students for uplifting their aspiration and achievement also to raise their voices against injustice in order to make them responsible citizen of country.
Through these results policies makers and authorities will know that the political behavior of young people is strongly influenced by their environment and social and economic circumstances. The students’ reaction is not against the rules, norms and procedural regulations of an institution, but against their discriminating and highly partial treatment.

5.5.0 LIMITATIONS OF THE STUDY

Although the present research provides an important lens to examine aspirations, student activism and academic achievement of deprived undergraduates certain variables like, self-concept, personality and family & school environment could not be examined. This study of socially and economically deprived undergraduates focuses on how socio economic status affects student activism, level of aspirations and academic achievement. Another limitation of the present study is that it had a limited measure of aspirations. It did not capture variations related to socio economic status and how student activism, level of aspirations and academic achievement change with the variation in SES.

A more robust measure of activism could provide flirter detail about what factors promote or inhibit high activism. A final limitation of the research was the descriptive nature of the study design. Given the lack of longitudinal data, the researcher could not account for causality or address the direction of the relationships. When considering aspirations, it is not clear whether the non demographic variables (for example, academic performance, school connection) led to the level of aspiration or whether the level of aspiration was responsible for the other indicators. In addition, without longitudinal data, aspirations were captured only at one point in time and
could not reflect how aspirations change over time or how aspirations are associated with future attainment.

5.6.0 RECOMMENDATIONS OF THE STUDY

The following recommendations are presented with a view towards offering solution of the problems encountered by socially and economically deprived undergraduates in the course of their education and enhancing their activism, level of aspiration and academic achievement. Maintenance of financial stability appears to be of paramount importance. There should be an appropriate monitoring mechanism to ensure the efficient utilization of assets and resources. The provision of adequate and stable financial resources will certainly promote operational efficiency of all aspects of the deprived students.

Disappearance of social isolation will lead to the establishment of proper relations with the peer group and the development of social skills. This social development will also serve as a foundation for educational development as well.

Teachers may be advised to follow the given suggestions for addressing cultural belief systems in the classroom that may serve as a foundation at an individual, school, or district level:

- Recognize your own biases or stereotypes.

- Make a concerted effort to treat each student as an individual and to respect each student as an individual, conveying the same confidence in the abilities of all students.
Be sensitive to terminology when referring to ethnic and cultural groups.

Become more knowledgeable about the history and culture of the students in the class or school. At the same time, do not “protect” a specific group of students by being more lax in grading their assignments or by giving them more time to complete work. This only sends the message that these students are less able to meet high expectations than the rest of the class.

Do not let disparaging comments by students or educators go unnoticed.

These suggestions might be incorporated into pre-service and in-service professional development programs as a way to introduce and address the unequal treatment of underserved students in the school and classroom. It is also important to include students in these discussions, as their beliefs and actions can have detrimental effects on their classmates.

5.7.0 SUGGESTIONS FOR FURTHER STUDIES

The statement “We live on the past in present for future” is very pertinent in relation to any research. Whatever explored in this research was assigned by past researchers and it is assumed that few suggestions may be given for future investigations in the light of present study which may prove worthwhile.

- A similar study may be carried out on the students of different Educational Boards and different Medium of Instruction.
- A study may be conducted by taking more other variables such as Personality Dimensions, Self Concept and School Environment.
• A qualitative study may be done on Student Activism in relation to its background and motivational factors.

**TO CONCLUDE**

Much has been written about the struggles of children growing up below the breadline. However, it is all too easy to forget about teenagers and young adults from poorer homes who remain deeply affected by the hardships they face. For those affected by poverty, the transition into adulthood and work can be more difficult due to their low expectations, few aspirations and little confidence. Improvement in group’s status in society can be done only by educating them and inculcating awareness about themselves. As our schools and nation become more diverse, the need for understanding and acceptance of differences becomes more important. Our challenge is to provide children with an effective multicultural education that will foster awareness, respect, and acceptance. Schools do not exist in a vacuum. A host of factors contribute to students' prospects for academic success. Some students come to school with all they need: stable and supportive families, adequate financial resources, and good health. For students who do not enjoy these advantages, making provision to help them meet outside-of-school challenges can provide just the boost they need to succeed in school.

**EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.**

-NELSON MANDELA