INTRODUCTION

“Education is our passport to the future, for tomorrow belongs to the people who prepare it for today”.

-Malcolm X

The basic purpose of education is to create skills, knowledge and awareness of our glorious national heritage and the achievement of human civilization, possessing a basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism, peace and the principles enunciated in the Preamble to our Constitution. The education sector has to produce leaders of society in all areas of activities with a commitment to the above ideals. Education in conformity with our national needs and priorities ensure that our best talents make befitting contributions on societal needs.

Education is the main instrument of social change and national reconstruction. Through education we prepare the young generation of today to reconstruct the nation, the citizen of tomorrow. The schools are engaged in this important task of preparing the future nation builders. On the quality and number of persons coming out of our schools and colleges depends our success in the great enterprise of national reconstruction, whose principle objective is to raise standard of living of our people. But traditions of schooling are generally weak among many Dalits, tribals and other deprived social groups and a positive outlook is harder to build. The way the schools function, represent and reinforce, rather than question, the existing social and gender division make it more difficult to break the vicious circle that keeps children away from school in poor families. Poverty and a vulnerable life-situation add to prevalent social practices in keeping these children in no-win situations.

Poverty is widespread in India, with the nation estimated to have one third of the world's poor. According to a 2005 World Bank estimate, 41.6% of the total Indian population falls below the international poverty line of US$ 1.25 a day (PPP, in nominal terms ₹ 21.6 a day in urban areas and ₹ 14.3 in rural areas).
According to 2010 data from the *United Nations Development Programme*, an estimated 37.2% of Indians live below the country's national poverty line. A recent report by the Oxford Poverty and Human Development Initiative (OPHI) states that 8 Indian states have more poor than 26 poorest African nations combined which totals to more than 410 million poor in the poorest African countries. There has been no uniform measure of poverty in India. The *Planning Commission of India* has accepted the *Tendulkar Committee* report which says that 37% of people in India live below the poverty line (BPL).

According to S. M. Michael, Dalits constitute the bulk of poor and unemployed. According to William A. Haviland, casteism is widespread in rural areas, and continues to segregate Dalits. Others, however, have noted the steady rise and empowerment of the Dalits through social reforms and the implementation of reservations in employment and other benefits.

Caste explanations of poverty fail to account for the urban/rural divide. Using the UN definition of poverty, 65% of rural forward castes are below the poverty line.

Despite all the causes, India currently adds 40 million people to its middle class every year. Analysts such as the founder of "Forecasting International", Marvin J. Cetron writes that an estimated 300 million Indians now belong to the middle class; one-third of them have emerged from poverty in the last ten years. However this has to be seen in perspective as the population of India has also increased by 370 million from 1991 and 190 million from 2001 so the absolute number of poor persons have actually increased.

"Constituting more than thirty four percent of the population, the people so categorized have received plenty of verbal sympathy and 'paper' benefits over the years. But in actual terms, most of them continue to be among the poorest. The most neglected and shamefully enough specially the most harassed of our people" - Agrwal A. (1968).

Our Constitution assures us of equality in opportunity and status, giving socio-economic justice to all the citizens of India. Very interestingly, we see that the
students belonging to the families of higher status whose parents are rich and can afford their education, manage to get admissions in all these faculties by paying money, donation fee etc. Socially and economically deprived people are being neglected in almost all spheres. They are still suffering from atrocities. So far as intelligence and competence are concerned, students belonging to deprived group are equally intelligent and competent.

Deprivation is the insufficiency of the basic necessities for survival of individual. The degree of deprivation may vary but deprivation is a common phenomenon which is being experienced by all human beings. Not having sources of income, assets and ownership of property are some forms of economic deprivation. Social deprivation, arising out of the ascribed status of caste, tribe or religion, is another form of deprivation, especially in highly stratified rural areas. This lack of facilities creates, in socially and economically deprived students, feeling of insecurity. They form some images about the self and self image gives rise to the feeling of adequacy or inadequacy in an individual. If a student perceives himself to be able, confident and adequate, and a person of worth, he has more energy available to spend on academic achievement and will inspire for higher grades and will try to achieve his goal through hard work. Educational Achievement and Level of Aspiration seem to be highly interrelated and one influence the other, nonetheless, the foundation for Academic Achievement seems to be Level of Aspiration which has to be cultivated early in life. Since high or low Level of Aspiration depend upon accessibility to resources available within the environment, deprivation can be assumed to shape and channelize their Activism also in significant way.

EMERGENCE OF THE PROBLEM

Researches have found that students, from low socio economic status, reduce their frustrations and try to attain independence by releasing their feelings in college demonstrations. The worsening economic conditions emerge as an important source of student unrest, one of them being enhanced tuition fees. Ross gives an interesting example of a strike on this issue. The students showed brilliant tactics and were supported by strong public opinion which resulted in forcing the government to
reverse its decision on fees. This is the power of student activism. These examples paint a picture of students that are certainly a far cry from the stereotype of the next generation as self-centered kids who spend all their time texting each other. Why don't education reformers do more to find out student opinions and take them into consideration?

Historically, in times of crisis, student activism has been a crucial force for social change. Students around the world have been at the forefront of movements to promote democracy and human rights. The demoralization of Indian students may be clearly traced to the states of the colleges and universities. Today we have schools and homes without discipline, parents and teachers without authority, education without knowledge, and examinations without justice. Hence, student indiscipline is a cultural, economical, sociological and educational problem. Student Activism in Education Institute has been a very confusing phenomenon although it was there in the institution right from the beginning of modern school system. Yet efficient social as well as institutional control kept it under manageable limits.

The most visible student organizations are activist political movements, which received considerable attention in India particularly in 1989 when, Rajiv Goswami, student of Delhi University, threatened self-immolation in protest of the government's actions. His act further sparked a series of self-immolations by other college students and led to a formidable movement against job reservations for Backward Castes in India. The student activism took the form of national problem and it drew the attention not only of authorities but also of researchers and educationists. Now it was the burning issue to be studied.

**Student Activism** is work done by students to effect political environment. Historical evidence suggests that the title "student activism" was bestowed upon the works of students in schools, rather than simply youth in communities, for educational, economic, or social change. It has often focused on making changes in schools, such as increasing student influence over curriculum or improving educational funding. The term Student Activist conceptually refers to a student who assumes leadership role in planning, organizing and executing.
More often in public discussion and media reports incidents of student unrest are highlighted while the constructive activities of students receive less attention. The constructive role played by students in various activities of student activism has seldom received its due share of approbation.

It is clear that there's an increased student consciousness about education issues, and they want to get involved—and when they do, they have good ideas. Maybe acknowledging the role, students can play as agents of change in their own school communities, is a change that education reformers should make. The importance of activism has perhaps never been greater.
Research questions

This report seeks to answer the following questions.

➢ We know that poverty impacts on the school and social lives of teenagers and leads them to exclude themselves from some school experiences (Ridge, 2002). To what extent, if at all, does poverty impact on the activism and level of aspiration of younger generation going to college. When do the effects of poverty start to bite?

➢ We know that children from better-off families are more likely not to get into trouble at school, to stay on at school and to gain qualifications but the poor children do. Now the question arises, do these differences effect the academic achievement of youth living in low-income families and those living in better-off circumstances even at college?

➢ Government has introduced a range of policies, to try to break the link between poverty and social injustice. To what extent have these made a difference to the student activism of college going adolescents from families experiencing poverty?

➢ Do the government policies have any positive effect on their psycho-constituents? Do the students from socially and economically deprived families now protest against any injustice in society? Does socio-economic status hamper or promote activism?

➢ Do adolescents differ in their level of achievement? Do the students from socio-economic deprived families differ from students from non-deprived families in their activism and achievement?

➢ Is there any role of socio-economic status in deciding the level of aspiration of college going students?

Though in this area, lot of researches have been done but they are not able to answer the above questions. Further activism of socially and economically deprived students has not been touched. Specifically, no study, to the best knowledge of the
researcher, has been conducted on Student Activism, Level of Aspiration and Academic Achievement of socially and economically deprived undergraduates. Therefore, the present study has been proposed by me as an attempt to unveil some hidden corners of the reality in this respect.

STATEMENT OF THE PROBLEM

A STUDY OF STUDENT ACTIVISM, LEVEL OF ASPIRATION AND ACADEMIC ACHIEVEMENT OF SOCIALLY AND ECONOMICALLY DEPRIVED UNDERGRADUATES.

OBJECTIVES OF THE STUDY

OBJECTIVE RELATED TO INDEPENDENT VARIABLE

1. To identify socially and economically deprived undergraduates.

OBJECTIVES RELATED TO DEPENDENT VARIABLES

2. To study the activism of socially and economically deprived under graduates.
3. To study the level of aspiration of socially and economically deprived under graduates.
4. To study the academic achievement of socially and economically deprived under graduates.
5. To study the interrelation relationship between dependent and independent variables (Deprivation, Student Activism, Level Of Aspiration and Academic Achievement.).

SUBSIDIARY OBJECTIVES

1. To compare the activism of socially and economically deprived and non-deprived under graduates.
2. To compare the activism of socially and economically deprived and non-deprived male and female under graduates.
3. To compare the activism of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).
4. To compare the level of aspiration of socially and economically deprived and non-deprived under graduates.
5. To compare the level of aspiration of socially and economically deprived and non-deprived male and female under graduates.
6. To compare the level of aspirations of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).
7. To compare the academic achievement of socially and economically deprived and non-deprived under graduates.
8. To compare the academic achievement of socially and economically deprived and non-deprived male and female under graduates.
9. To compare the academic achievement of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).

**HYPOTHESES**

1. There exists no significant difference between socially and economically deprived and non-deprived under graduates in relation to their activism.
2. There exists no significant difference between male and female from socially and economically deprived group in relation to their activism.
3. There exists no significant difference between activism of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).
4. There exists no significant difference between socially and economically deprived and non-deprived under graduates in relation to their level of aspiration.
5. There exists no significant difference between male and female from socially and economically deprived group in relation to their level of aspiration.
6. There exists no significant difference in level of aspiration of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).

7. There exists no significant difference between socially and economically deprived and non-deprived under graduates in relation to their academic achievement.

8. There exists no significant difference between male and female from socially and economically deprived group in relation to their academic achievement.

9. There exists no significant difference in academic achievement of socially and economically deprived and non-deprived under graduates from different categories (General, OBC and SC/ST).

10. There exist no significant relationship between activism and socially and economically deprivation of undergraduates.

11. There exist no significant relationship between level of aspiration and socially and economically deprivation of undergraduates.

12. There exist no significant relationship between academic achievement and socially and economically deprivation of undergraduates.

**DELIMITATIONS**

1. The study was restricted to six degree colleges of Agra city affiliated to Dr. B.R. Ambedkar University.

2. Students who were appearing in the first year of graduation were considered as undergraduates.

3. Socially and economically deprivation of the students was determined through administrating the Socio-economic Status Scale (SESS) constructed by Rajeev Lochan Bhardwaj.

4. The study was limited to the students who have passed 12th from U.P. Board.
Fig. 3.1: Procedure of the Study

Method of the Study

Sampling Design

6 Colleges of Agra City

Total 1281 units of I year Graduate (635 Male & 646 Female from 3 different Streams of each College)

Selection of Tools

Administration of the Tools

Scoring of the Tools

Collection of Data

Editing and Coding of

Data Processing

Interpretation of Data and Findings

Report writing

Descriptive Survey Method

Probability Sampling

Purposive Sampling

Systematic Random Sampling

Tools for Dependent Variables
- Sharma Student Activism Scale
- Level of Aspiration Measure
- 12th Board Exam Results

Tools for Independent Variables
- Socio-Economic Status Scale

Statistical Analysis
- Descriptive Statistic
  - Mean
  - SD
- Inferential Statistic
  - C.R. Values
  - Coefficient of Correlation
VARIABLES

Dependent variables:
1. Student Activism
2. Level of Aspiration and
3. Academic Achievement

Independent variables:
1. Social deprivation
2. Economic deprivation
3. Gender
4. Caste

Controlled variables:
1. U.P. Board Pass out Students
2. Students from Agra University

A sample of 1281 units (610 Male and 671 Female) from the group of I year undergraduates was selected from six institutions of Agra city. The selection of institutions was done through purposive sampling. The selection of students was done through systematic random technique.

METHOD

Keeping in view the nature of the study, the descriptive survey method was employed.

TOOLS

To furnish the data in detail various suitable and standardized psychological tools was used. By observing the nature of the study following tools will be preferred.

1. The Socio Economic Status (SESS) - by Rajeev Lochan Bhardwaj. (1999ed.)
2. Sharma Student Activism Scale (SSAS) - by Dr R. R. Sharma. (1988)
3. Level of Aspiration Measure (LOA) - by Mahesh Bhargava and (1996ed.)
   Late Prof M.A. Shah
STATISTICAL TECHNIQUES

To analyze and interpret the data, Mean, S.D., C.R. values and Coefficient of Correlation were used.

FINDINGS OF THE STUDY

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

FINDINGS RELATED TO REPRESENTATIVENESS OF SAMPLE

➤ The distribution of SES scores in the total sample was found normal with slight positive skewness and lepto kurtosis.

FINDINGS RELATED TO DEPRIVATION OF UNDERGRADUATES.

➤ 48% undergraduates of the total sample were socially and economically deprived. While 17% undergraduates were non deprived.

➤ Socially and economically deprived group consisted 53% of girls students and 47% of Boys students.

➤ In socially and economically deprived group 39% were SC/ST, 37% were from general category and 24% were from OBC category.

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 activists.

Findings related to the student activism of deprived and non deprived undergraduates

➤ There was significant difference between deprived and non deprived male in relation to their activism. Deprived male were more activists in nature.
Non deprived females were found more activist in nature 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, non deprived undergraduates displayed more activism in comparison to deprived undergraduates. The results of the study by Baird, Leonord L (2010) support these findings, who through his study concluded that the identifiable activists came from middle-class homes where educational experiences had stimulated their mental curiosity.

Findings related to the student activism of male and female undergraduates.

- In deprived group, male students were found more activists.
- In non deprived group the female students showed higher activism.

Findings related to the student activism of deprived and non deprived undergraduates from different categories

- In general and OBC category non deprived undergraduates were found more activist in nature.
- In SC/ST category no significant difference was found between deprived and non deprived group

Findings related to the significant difference between student activism of deprived and non deprived undergraduates from different categories

The statistical facts indicated that-

In deprived group-

- General category undergraduates were found highly activists followed by SC/ST undergraduate. OBC category undergraduates were found least activists.
- 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 in comparison to students from OBC category.

In Non deprived group-
- General category students were found most activist followed by OBC. Students from S/ST category were found least activists.
- No significant difference was found between general and OBC category students in relation to student Activism.
- Significant difference was found between SC/ST and General category. General category students were found more activists.
- OBC category undergraduates were found having more activism in comparison to SC/ST students.

FINDINGS RELATED TO LEVEL OF ASPIRATION OF UNDERGRADUATES

Findings related to Level of Aspiration of deprived and non deprived undergraduates

The C.R. value between the deprived and non deprived groups revealed:
1. Deprived and non deprived male undergraduate have equal level of aspiration.
2. Deprived and non deprived female have equal level of aspiration.
3. Non deprived undergraduates have higher aspirations in comparison to deprived undergraduates.

Researches also show that parents with fewer financial resources tend to hold lower aspirations for their children, and young people from socially disadvantaged
backgrounds tend to have lower aspirations than their more advantaged peers. (Schoon, 2006)

**Findings related to level of aspiration of male and female undergraduates**

The C.R. value between the scores of level of aspiration of male and female undergraduates indicated:

1. Deprived male students have higher aspirations in comparison to deprived female students.

2. Non deprived female students have higher aspirations in comparison to non deprived male students. Research results also support the findings that: Girls consistently have higher aspirations than do boys (Schoon, Martin and Ross, 2007) girls have 'consistently higher' aspirations than boys, and parents have higher aspirations for their daughters than their sons - contrary to trends in previous generations. (DAILY MALE REPORTER, Last updated at 12:25 PM on 16th December 2008, Vidyavati Mukandlal and Sharma Prerna, 2008)

**Findings Related to level of Aspiration of deprived and non deprived undergraduates from different categories**

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. Strand (2007) in his study found that aspirations help mitigate the effects of low socioeconomic background for certain minority groups, such as Indian and Chinese students; however, the effects are less strong for Pakistani and Bangladeshi students and least strong for Black Caribbean young people.
Finding related to the significant difference between level of aspiration of deprived and non deprived undergraduates from different categories

- 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, or any group deprived or non deprived, they all have equal aspirations. Category does not affect level of aspiration. So level of aspiration of undergraduates is hardly affected by their category. Studies have shown that ethnic minority families have high aspirations for their children, yet not all parents have the skills and resources to help them achieve those goals (Steinberg, 1996).

FINDINGS RELATED TO ACADEMIC ACHIEVEMENT

Findings related to Academic Achievement of deprived and non deprived undergraduates.

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

- Non deprived male students’ academic achievement is better than deprived male students’ achievement.

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

Blanden and Gregg (2004) reviewed a wide range of literature and quantitative information about the relationship between family income and levels of educational attainment. The academic support teachers provide within the classroom is also related to their expectations of students and often differentiated based on beliefs and expectations related to race, ethnicity, and socioeconomic class. In the classroom, teachers tend to call on those students whom they perceive to be from high status family. They are more likely to provide extra time and help to these students, because they expect them to learn, grow, and succeed. On the other hand, teachers tend to
become impatient and ignore poor students whom they believe are unable to achieve to the level of the others in the classroom (Brophy & Good, 1974; Gandara, 1999). Often, these lower expectations – and differentiated learning opportunities – are related to cultural beliefs and socio economic status of the students.

**Findings related to Academic Achievement of male and female undergraduates from deprived and non deprived group**

- The statistical figures for deprived group showed that there existed no significant difference between deprive boys and girls students in relation to their academic achievement.
- Significant difference was found between boys and girls students from socially and economically non deprived group of undergraduates. It means academic achievement of boys is greater than girl students in this group.

*Sara Mead* (2009) in her research article found that It troubles not only parents of boys, who fear their sons are falling behind, but also parents of girls, who fear boys’ academic deficits will undermine their daughters’ chances of finding suitable mates. But the truth is far different from what these accounts suggest. The real story is not bad news about boys doing worse; it’s good news about girls doing better. In fact, with a few exceptions, boys are scoring higher and achieving more than they ever have before. But girls have just improved their performance on some measures even faster. As a result, girls have narrowed or even closed some academic gaps that previously favored boys, while other long-standing gaps that favored girls have widened, leading to the belief that boys are falling behind.

**Findings related to Academic achievement of deprived and non deprived undergraduates from different categories**

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

- In OBC category, non deprived undergraduate showed better academic achievement.

- In SC/ST category, non deprived SC/ST students had a better academic achievement in comparison to deprived undergraduates.

Overall, findings suggest that deprivation effect academic achievement. Delpit(2001) also found links between academic failure and socio economic status. A recent study by Annie E. Casey Foundation found that children who both live in poverty and read below grade level by 3rd grade are three times as likely to not graduate from high school as students who have never been poor (Hernandez, 2011).

**Findings related to the significant difference between academic achievement of deprived and non deprived undergraduates from different categories**

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

As far as the category wise academic achievement of deprived undergraduates was concerned, no significant difference was found between general & OBC, OBC & SC/ST and General & SC/ST in relation to their academic achievement. It can be inferred that there exists no significant difference among different categories in relation to their academic achievement. Many experts have since asserted that achievement gaps are the result of more subtle environmental factors and “opportunity gaps” in the resources available to poor versus wealthy children. Being raised in a low-income family, for example, often means having fewer educational resources at home, in addition to poor health care and nutrition. At the same time, studies have also found that children in poverty whose parents provide engaging learning environments at home do not start school with the same academic readiness

- In non deprived group, the difference of mean values of academic achievement scores of undergraduates, between general Vs. OBC, OBC Vs. SC/ST and General Vs. SC/ST were found insignificant, it revealed that there exists 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.

FINDINGS RELATED TO INTERACTION RELATIONSHIP 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. The findings of the study, by WILLIAM S. ARON,(2002) suggest that there is very little direct effect on activism by social background, indicating that past studies of student political activism have overemphasized the influence of social background factors.

- SES also showed negligible but positive correlation with level of aspiration which was found insignificant at 0.05 level. Trusty (1998) in his study also found socio economic status as predictor of low aspiration.

- 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. Analyses by The Education Trust, a Washington-based research and advocacy organization, and others have found that students in poverty and those who are members of racial minority groups are overwhelmingly concentrated in the lowest-achieving schools. One study of 46 industrialized countries found the United States ranked 42nd in providing equitable distribution of teachers to different groups of students: For example, while 68 percent of upper-income 8th graders in the U.S. study sample had
math teachers deemed to be of high-quality, that was true for only 53 percent of low-income students (Braeden, 2008).

- 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. Findings also indicated that activists were found to be intellectual but not academically inclined and therefore not outstanding students. They tended to be talented in nonacademic areas such as art, speech, drama and writing (Baired Leonard L)

**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 deprived 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 COUNCELLOR

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.

LIMITATIONS

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.

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.

**CONCLUSION**

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
REFFERENCES


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