The educational implication arising out of the study are summarized as under:-

There is a lack of communication between students and the adult world. Girls are not able to discuss their feelings freely and frankly. Adolescents tend to keep at this phase of life. It seems that in a permissive atmosphere, they would reveal their difficulties to some extent and like to seek help. "Unsolved problems in the mazes of a student's life ultimately saddle society with backward children, delinquents, adult criminals and mental defectives" (Harfatia, 1971).

The schools, however, have a responsibility to these students and to the society in which they exist. Child guidance centres, guidance counsellors and psychological staff can provide a partial answer to this problem. The Education Commission (1964-66) has recommended the following:-

"A minimum guidance service should be made available to all secondary schools by having one visiting counsellor for every ten schools, located within a reasonable radius of one another and by allocating the simpler guidance functions to the teachers".
There should be a two way communication. Students should be able to seek guidance from their teacher and the teachers in turn, (at least, some good teachers, to start with) should seek evaluation of their work from the students body. Parents Teachers Associations and Students Counselling Services can be helpful in maintaining the growing gap between the classroom practice and real life. Attention has to be paid to individualized instruction. The school must adapt itself to the manifold types of personality represented in the student body.

This study reveals that sex problems pose a real difficulty in the life of adolescent girls. This is estimated from the information gathered from all the girls (girls' responses, interviews and case studies). Sex education is sadly neglected in our country. Teachers are not psychologically-oriented. The teachers and school authorities should have responsibility for sex education that includes the development of proper attitude and the understanding of physical structure and personal aspect of the opposite sex. Parents consider that to talk about sex would be ugly and immoral. They like to keep their parental image as idealistic, ethical and noble. In schools, only the Biology and Physiology teachers talk of urinogenital organs, reproductive system and the proc...
of reproduction, with much care so that they do not determine the status or authority of the teacher in the matter. The general tendency is to keep one's eyes closed to what is happening with students regarding this matter, rather than nothing is happening.

As informed by the girls of a public school investigator, a talk is arranged on 'menstruation' during the period in their school when the girls go to class. Those girls who have started menstruation are required to raise their hands, but none of the girls does so. Very little bit of instruction regarding 'menstruation' is imparted.

But, generally, it appears that in the recent schools, no such instructions are given. Seniors keep their lips tight and books are not understood. On the other hand, there is an increasing opinion that youth should ignore their sexual responses and avoid sexual activities until they are twenty or twenty-one. November, 1974 (according to one newspaper report), there was a proposal that the age of marriage should be further advanced which will help in the family planning problem. But, neither the law, nor the custom can change the fact of adolescence, nor the sexual capacities of the youth.

Failure to recognize the mature capacities of...
teen age youth is relatively recent. Helen was six years old when Paris carried her off to Sparta. Juliet was less than fourteen years when Romeo made love to her. Love has a rich place in literature which is relevant to their life. Girls should be introduced to this early. Otherwise they fall prey to wayside cheap literature giving misinformation about sex leading to manifold problems.

The schools vary and the school population differs. The average child in the nation may be quite different from the average child within a particular school. Children come from backgrounds that provide experiences in early exposure to books and contact with educated adults. Children enter school with an above average background upon which the teacher may draw. Such a background will be helpful in the way through school. Additional experiences cannot be provided by the school. The "neighbourhood school" concept, proposed by the Education Commission (1964), implies that each school shall be attended by all children.
in the neighbourhood irrespective of caste, creed, economic condition and social status.

It is found that problems are troubling the student community irrespective of their performance.

The paradox of high intelligence and good results but no results, can be understood only when the multiple factors underlying the students' performance are clearly understood.

The backbencher is no less than an actual truant in school. Glasgow working party (1974) of the I.S.T. (Institute of the Study and Treatment of delinquency) from their research that contributory causes of violence in the framework of Juvenile delinquency was truancy in school. Aggression, inferiority, psychological motivation, excitability, uncontrolled behaviour—any of these can lead to delinquency. Secondary prevention at this level will check the eruption of such problem behaviour in an undesirable fashion. Our teachers are not psychologically oriented. If they understand the adolescent needs modes of adjustment, the question of generation-gap, indiscipline and behaviour problems will reach a solution.

Delimitations of the Study

We shall consider the delimitations of the study from the point of view of methodology, data collection;
statistical techniques and generalizations. The question for methodology is whether I could have used case study only. But, in that way, I could have studied just one case. For the large sample of study undertaken, I took a statistical approach. This does not mean that we can generalize our findings to be true for the whole of because the study is confined to Calcutta which has a different culture of its own from the rest of the country.

Far as sampling is concerned, I have already discussed that it was a stratified random sample. As regards suburbs, one suburb was taken to represent the suburbs of Calcutta for which further research is necessary.

We consider next the way the over and underAchiever have been defined in this study. As already discussed in the Chapter entitled 'Observations and Discussion', methods of forming the two groups could have been followed, but because of the difficulty of finding suitable achievement and intelligence tests, standardized on the local culture, this could not be done. This does not indicate, however, a serious defect because the correlation between achievement and intelligence is low and variation in scores between schools is very much within tolerable limits. Therefore, generalization of the study does not suffer account.
As regards the instruments are concerned, let us take the M.P.C.L. first. The instrument worked fine for a few statements which I had to explain. C.R. ... Inventory also has similar statements. However, one could have thought of other methods of observing the behavior of girls because after all it is a self-report. But actual observation of behavior takes a long time. Dr. Goodenough (1931) selected only forty-five children and the observations of the anger were made over a period of nearly four weeks. Korn made a study of twenty children over a period of nearly three months to find out hostility in children. However, there are other methods of observing behavior overtime and in many of which were followed.

As far as the H.S.P.Q. is concerned, I have already expressed my feelings that it seems to be culturally biased. In this respect, my study, in which I used the clinical method of case studies, is more satisfactory. The lack of certain correlations between problems and personality and also personality and achievement in my study cannot be considered to be very much definitive because it is possible to try using more culturally relevant and valid instruments. The interviews and methods of observation, a correlation was found.
The investigator is very much aware of the limitations of an empirical study of this kind. Pains were taken to visit the Office of the District Inspector, various school officials, procure and administer tests and learn the local language for communication purposes. Quite a large extent was taken to represent the adolescent population of school-going girls. Varied techniques were adopted for the purpose of analysis which led us to the large scale findings arrived at in this study.

Some of the problem cases out of this sample were studied in detail by interviews. Parents, teachers, nurses, and students in the group were interviewed separately. This gave the Investigator a unique chance to get a cross-section of the problems as experienced by them.

Statistical analysis was done with the help of measures of central tendency, phi-coefficients, 't' tests, analysis of variance, correlations, factor-analysis, and simple arithmetical percentages. The results are summarized as under:

**Interviews and Case Studies**

The following problems pose a difficulty in the lives of the adolescent girls:

- Overinterest in sex matters, teasing, pricking other girls, exclusiveness, shyness, selfishness, rudeness, sarcasm, moodiness, jealousy, fantasy, tics and handicaps, carelessness, conflict, frustration, sensitivity, feeling of inferiority and neuroticism.

**Problems**

Percentages of girls checking each problem on the K.P.C.L. show that the items of their main concern are...
worrying about examinations, nervoulessness, scholastic difficulties (difficulty with mathematics and spelling), fearfulness, carelessness, laziness, shyness and emotional instability.

There are certain broad areas which show certain areas of problems i.e. social recreational activities, adjustment to school work, personal psychological relations, family and living conditions.

Analysis of variance between classes showed significant differences between classes with respect to achievement. Analysis of variance between schools was significant at 5% level.

Problems and Intelligence

No relationship was found between problems and intelligence.

Problems and Achievement

Rank order correlations between mean achievement of classes IX, X and XI showed a consistency in the achievement rating of students.

Rank order correlations between problems and achievement of classes IX, X and XI showed a slight trend of decrease increase with age.

Fourfold contingency tables illustrating the relationship
between the two attributes, problems and add. where that in a few cases only there will be some correlation.

'T' test showed that there are no significant differences among the groups with respect of problems.

Intercorrelations of the fourteen areas show that there was approximately only one factor running through the whole list which we may name as the 'Factor of Problems' or 'Factor of Adjustment'.

Personality and Problems

Fourfold contingency tables illustrating the relationship between personality and problem behaviour showed that in a few cases only there will be some correlation.

Correlations of the each of the fourteen areas, each of the factors of the H.S.P.Q. showed no relation between personality and problems.

Average correlation coefficients showed no relationship between the H.S.P.Q. and the H.S.C.

Intercorrelations of the fourteen factors showed an interrelationship between the fourteen factors and five second stratum factors.