CHAPTER- 1

INTRODUCTION

The nature of education of an individual is determined not only by his inherited powers and capacities but also in a great measure by the environment in which he grows up. Education is one of the most controversial subjects today. Some claim that our education system is not relevant to our age. Modern educators insist that education should be relevant to our age, and they look for innovations to chart new ways out of the present dilemmas.

Education system grows out of the social, moral, ethical, cultural, religious, political, historical and geographical conditions of a country. All these circumstances differ from area to area, place to place and country to country. Thus, it seems to be rather difficult that the tree of the educational system of a country will find the same environment, land, water, salt contents, and heat when transplanted in another country. Consequently, it is practically impossible to transplant educational systems from one country to another without much damage both to the system as well as to the country.

The Indian culture is an assimilation of various influences; the Indian civilization readily recovered its original shape and dignity to maintain its identity. The various creeds, influences, castes, and religions coexist and show maturity to abide with each other. There has been integration of many of these elements into the main stream. Various streams and strands run parallel, touching each other at different points, criss-crossing each other, merging into and separating again at some other points.

The unity, which India has, can be described as a unity of loosely arranged boulders. The Indian nation is not yet fully integrated, and areas of social disagreement are still existing. Communalism and regionalism are existing as potential dangers to the unity of the country. Caste consciousness has risen rather than lessened, this all is as a result of rapid changes being introduced in the
socio-economic systems where fortress of orthodoxy have been shaken by awareness, education, new ideas and ideologies.

The human civilization is one of the oldest and richest with a great deal of diversity in thoughts, beliefs, and creeds and a deep and general appreciation of values. The basis of its social structure is a caste system, which is centuries old and which has kept the society divided into different and distinct groups. Within each caste itself there are innumerable sub-castes with their own ego and a sense of distinctness. A large section of society has been depressed and suppressed for ages. We are also now alert to new threats creeping in, which endanger our national security.

The demand for education to reflect positively all the races of people and to make a concerted attack against stereotypes, negative and racist attitude towards some races is at least gaining common place in the light of rapidly shrinking size of world in relation to travel, communication and business. We cannot understand others if we refuse to recognize their identity and insist on seeing them in our terms. It is only by means of empathetic understanding that we can cross the space that separates us from other individuals and understand why they view and respond to the world in a certain manner. Without empathetic understanding we remain prisoners of our own limited world and lack the ability to enrich and expand.

Multicultural education is an approach of teaching and learning that is based on democratic principles and seeks to foster cultural pluralism within culturally diverse society and interdependent world. According to Banks (1991), multicultural education is an idea, an educational reform movement and a process. The idea of multicultural education is to provide all students i.e. male, female, disabled, rich, poor, from different social and ethnic groups or speaking different languages, an equal opportunity to learn in educational institutions and be respected. As an educational reform movement, multicultural education aims to change the effects of diversities. The contemporary society must go beyond the concept of cultural diversity, include and nurture sensitization toward cultural pluralism and cultural relativism.
India is not only vast and culturally and religiously diverse, but also its population is sharply stratified, socially as well as economically. A crucial consequence of the divisions, which characterized Indian society everywhere, is widespread minority consciousness.

Diversity is a multi-faceted concept in India, including aspects of caste, gender, religion, region, socio-economic status and language. Unfortunately, over the last few years, the very strength of diversity has been misused to create divisions, dissensions, conflicts, and intolerance among various diverse groups. Educators today are faced with an overwhelming challenge to prepare students from diverse cultural backgrounds to live in a rapidly changing society, in which some groups have greater social benefits than others because of their caste, race, sex, socio-economic status, religion, etc. In India, though a cultural specific approach to education is emphasized, yet we also need a multicultural educational approach that specifically focuses on concepts of anti-bias education, prejudice reduction and social reconstruction so as to maintain unity in diversity.

Ordinarily, diversity means difference. For our purposes, however, it means something more than mere differences. It means collective differences i.e. differences, which mark off one group of people from another. These differences may be of any sort: biological, religious, linguistic, social, economic, etc. On the basis of biological differences, we have racial diversities. On the basis of religious differences, we have religious diversities. And, on the basis of occupational differences, we have economic diversity. The point to note is that diversity refers to collective differences.

The term diversity is opposite of uniformity. When a group of people shares a similar characteristic, be it language or a religion or anything else, it shows uniformity in that respect. But, when we have groups of people hailing from different races, religions and cultures, they represent diversity. Thus, diversity means variety. For all practical purposes it means variety of groups and cultures.
We in India have a variety of races, religions, languages, castes and cultures. For the same reason India is known for its socio-cultural and socio-economic diversities.

Diversity related problems are becoming more prominent in the educational institutions. Students find diversity more threatening and face different types of conflicts and unrest due to it. The idea of Steiner schools (Steiner, 1968) adding to the diversity of public education poses general questions concerning the purpose of school diversity in educational policy and the different ways in which such diversity can operate in practice. In terms of rationale or purpose of diversity, the government's emphasis is very much on instrumental diversity—that is, on (li as a lever b which the performance of all the schools can be continuously improved. Diversity, in this light, is 'not an end in itself; it is "a lever not just to raise standard at one school but for other neighbouring schools too' (Blunkett, 2000, p. 5).

What is privileged, therefore, is technical diversity, reflecting the technical rational approach dominant in educational policy (Clatter, 1999). Technical diversity refers to a rationale in which diversity is a mean to raise educational standards, which are defined centrally and circumscribed by measurable, utilitarian criterion. This contrasts with policy that aims to facilitate or encourage diversity to meet differing educational requirements and values. We refer to this as intrinsic diversity'. The crucial distinguishing feature of the later is the importance-for its own sake and as a matter of respect for citizen in a differentiated society of being responsive to different \'lews is on what education consists of. For example, it may consists of governmental action to provide schooling which meets the distinct educational needs of cultural minorities, as with provision of Welsh-medium education in Welsh-speaking areas of Wales, or religions and linguistic communities in Canada (I'avlor, 2001). The impact of diversity on education, in the Asian countries can also be described in two ways. Firstly, there are major religious traditions - i.e. Islam, Hinduism, Buddhism, Taoism, etc. which have to be reconciled with the generally secularist tendencies of modern education systems. Secondly, there is diversity of languages, religious affiliations and ethnic identities.
between and within countries, which have important educational implications. Intrinsic diversity refers to a policy rationale in which diversity is the result of responsiveness to cultural continuity or consumer preferences valued for their own sake.

Indian constitution incorporates in it the existence of diversity in its various aspects and provides enough provision for diverse cultures to exist and flourish as part of an overall oneness. The way the system is treating diversity today is leading to communal riots, regional separatism and caste related violence. The underlying cause of most of individual tensions and social unrest is improper treatment of diversity. Hence, it is becoming increasingly important to identity the nature and type of diversities existing in our educational institutions in order to build prosperous, harmonious and humanitarian society. There is an urgent need to change from passive tolerance of differences (religio-communal, linguistic, etc.) to positive action, training and education at all levels. The major diversities existing in educational institutions are as follows:

| 3. Physical features | 15. Thinking style | 27. Customs |
| 10. Colour. | 22. State | 34. Aptitude |

**1.2 SOCIO-ECONOMIC DIVERSITIES**

Socio-economic diversity refers to the type of diversity, which includes the social and economic status of the people. It is an unavoidable fact that an individual is a dynamic organism and whatever he does or attains in life, is influenced by socio-economic factors. Socio-economic diversity includes biological factors resulting in racial diversity, occupational differences resulting in economic
di\ersit\', religious, linguistic and social differences, etc. resulting in social diversity, which collectively defines the socio-economic status of the individual and thus, called socio-economic diversity.

Socio-economic diversity determines one's potential in life. An urban-based student has different potential than his counterpart coming from rural area and within the rural and urban population itself there is difference of potential between the rich and the poor people, and between the educated and uneducated. It clearly shows that socio-economic diversities like educational qualifications, occupations, area, caste, gender etc. determine the potential of the people or individuals or groups. In the following pages concepts of different diversities are discussed.

1.2.1 AREA OF RESIDENCE

India is a counto, of an ancient civilization that goes back to the Indus valley eii\ili/alion. which (lourished during (he 3rd millennium B.C. Since then except for the brief interlude during the Rigvcdic period, when the urban centers were overrun, rural and urban centers have co-e.xisted in India. Rural and urban centers share some common facets of life. They show interdependence especially in the sphere of economx'. urban-ward migration, townsment or citydwellers, dependence on villages for various products (e.g.. food grains, milk, vegetables, raw materials for industrx ) and increasing dependence of villagers on towns for manufactured goods and market. Despite this interdependence between the two. there are certain distinctive features, which separate them from each other in terms of their size, demographic compositions, cultural moorings, styles of life, economy, employment and social relations, resulting into regional diversities.

Rural people live in sc\lled villages. Three main types of settlement patterns have been observed in rural areas, firstly, the most common type is the nucleated village found all over the country. Here, a tight cluster of homes is surrounded by the fields of the villagers. An outline hamlet or several satellite hamlets are also found to be attached to some villages in this case. Secondly, there are linear settlements in some parts of the country, e.g. in Kerala, in Konkan. and in the delta
lands of Bengal. In such settlements, houses are strung out; each surrounded by its own compound. However, there is little to demarcate, where one village ends and other begins. Finally, the third type of settlement is simply a scattering of homesteads or clusters of two or three houses. In this case also the physical demarcation of villages is not clear. Such settlements are found in hill areas, in the Himalayan foothills, in the high land of Gujrat and in the Satpura range of Maharashtra.

Long enduring rural social institutions in India are family, kinship, caste, and village. They encompass the entire field of life: social, economic, political and cultural of the rural people. The complexity of social norms and values, statuses and roles, rights and obligations is reflected in them. Further, rural life is characterized by direct relationship of people to nature i.e. land, animal, and plant life. Agriculture is their main occupation.

When we think of the term "urban" we immediately associates it with the term "city" and also with a distinct way of life. The degree of urbanism (urban way of life) of a given community is indicated by its size, density and heterogeneity of population. By heterogeneity, we mean the presence of a large number of people belonging to different cultures, castes and communities, having different food habits and speaking different languages etc. For example, in Delhi, we find people from all over India living in one colony, speaking different languages, wearing different types of clothes, eating different kinds of foods and so on. In a rural area we do not find this kind of diversity. The main features of urban areas, in Indian contexts are as follows:

Large size of urban areas prevents intimate and face-to-face contacts among all the members in the community. In urban community people interact with each other for limited and specialized purposes e.g. teachers and students in a classroom, buyer and seller in a store and doctor and patients in the clinic. Urbanites do not usually come to know each other as ‘whole persons’ i.e. they are not usually concerned with all aspects of a person's life, apart from their family members and friends. It is a common property in the urban areas, which is known as formality and
impersonality of human relationships. In urban areas relationships are general in a contractual kind, where profit and loss are carefully evaluated. Once the contract is over, the relationship among the people comes to an end, which shows rationality. Heterogeneity of physical, such as racial, social and cultural elements in urban life result in a routine exposure to divergent life styles and values. People become more tolerant of differences as they become accustomed to seeing others very different from themselves. This rational and tolerant attitude produces secular orientations in life. Many of the educational, recreational and other functions performed within a rural joint family context are taken over by other institutions, such as, schools, clubs and other voluntary organizations in the urban social context.

1.2.2 FAMILY TYPE

Family is the basic unit of almost all societies. It is especially true in India where the very identity of a person is dependent on the status and position of his or her family and its social status. Family is one of the most important social institutions of the society. It caters to the needs and performs functions, which are essential for the communities, integration and change in the social system, such as reproduction, production and socialization. The family type certainly affects the personality and attitude of the members. The number of persons in the family, its structure and type influences the behaviour patterns and aspirations of its members. Broadly speaking, there are two types of families i.e. nuclear and joint family.

Nuclear family consists of husband, wife, and unmarried children. It is usually assumed that nuclear family system is originated by weakening of family ties and break up of joint family system. Joint Family is also known as extended family, which is comprised of a few more kins than the nuclear family. Important dimensions of 'jointness' of a family are co-residentiality, commensality, coparcenary, three-generation depth, and fulfillment of obligation towards kin and sentimental aspect. Co-residentiality means that members of a family live under the same roof. Commensality implies that they eat together i.e. have a common kitchen. Coparcenary means that they have joint ownership of property. Further, generation depth encompasses three generations or more i.e. grandfather, father, and the
children or more. Members of the family also have obligations towards their kin. Moreover, they have a sentimental attachment to the ideals of Joint family.

Sociologists have gathered ample proof that joint families are as common in urban areas as in rural areas and that in both rural and urban areas; a family undergoes a process of cyclical change from nuclear to joint and back to nuclear, within a period of time. Desai (1964) brings out the role of wider family relationships by pointing out that when there is some serious illness and people need to utilize the hospital facilities, not available locally, members of the family and close kin are called in for help. Likewise when a person in rural areas need educational or economical advancement, he calls upon his urban counterparts for help. Thus, tamiK type of the individual also affects the educational performance and other traits in one way or the other.

1.2.3 TYPE OF SCHOOL

It is needless to emphasize that school differs in terms of ownership and administrative control, which in turn make the difference in the kind of education being imparted. Spady (1976) had found an independent positive association between expense level of school and students' achievements. Since the type of school greatly determines quality of teaching and consequently students' educational and occupational attainment. Attainment of the pass-outs of a school is influenced by its reputation and credentials. Kumar (1987) said that certain types of schools produce the results by "early selection'. By, 'early selection', young students are placed in some elite schools, which educate and place them on high occupational positions. These schools maintain their exclusiveness by charging high tuition fees and offering high quality instructional and non-instructional facilities. Consequently a vicious circle emerges; where children of rich parents attend exclusive schools and those in turn helps them attain highly prestigious occupation.

There are many criteria, which can be used to categorize the schools. Administrative control and funding is often used as a criterion for categorization of"
schools (Kumar. 1987 and Chitnis. 1987) because schools categorized on the basis of administration's control and funding differ in terms of teacher-student ratio, number of specialized teaching staff, pedagogic details, teaching methods, quality of library and laboratory, co-curricular activities and other instructional facilities (Miller and Woock, 1970).

According to the recent figures there are 6.9 Lac educational institutions in the country. These are funded by the Government, Municipal Corporations and Private bodies, these institutions are categorized as government schools, public schools and Navodaya Vidyalayas.

The largest numbers of institutions are funded by the Government, which are known as government schools. These institutions educate the major proportion of the Indian population because of the easy reach and reasonable costs of fees. Pupils from most of the middle class families and all the poor families join these institutions. The facilities in many of these schools are woefully inadequate: latest government figures indicate that 40% of schools have neither proper buildings nor blackboards, while almost 60% have no drinking water facilities. These factors influence the educational attainments of the children adversely. In addition, the Government has reinforced the parallel system of education by establishing schools on the lines of public schools, e.g., Sainik School, Central Schools and very recently Navodaya Vidyalayas.

The schools, which are funded and run by private bodies and non-governmental organizations, are put in the category of public schools. There is a very small percentage of public schools in India. However, if we look at the figures of those who gain access to the prestigious institutions for higher education such as the IITs (Indian Institutes of Technology), IIMs (Indian Institutes of Management), Medical colleges and professional institutions, a majority comes from the small percentage of public and private schools. This is because of the better facilities, adequate infrastructure and dedicated manpower available in the public institutions. The Secondary Education Commission (1953) very pertinently observed that, "after carefully considering the matter, we have come to the conclusion that if public
schools are properly organized and training is given on right lines, they can help to develop correct attitude and behaviours, and enable their students to become useful citizens. There are greater opportunities in these schools than in the majority of the secondary schools for developing certain essential traits of character—including the qualities of leadership because of the special facilities that they can offer and the close contact between teachers and pupils that is possible in them. This does not mean however, that the public school is the only or even the main institutions to inculcate qualities of leaderships but till the other schools are in position to provide similar facilities, it would be unwise to reject their special contributions in this direction”.

The Kothari Commission (1964-66) has spoken about these public institutions in scathing terms, ”the system of schools largely reserved for those who have the capacity to pay high fees, "was transplanted in India by British Administrators and we have clung to it so long because it happened to be in tune with the traditional hierarchical structure of our societies". The commission has regretfully noted that "what is worse, — this segregation is increasing and tending to widen the gulf between the classes and the masses". The commission has stated that whatever be the past histories of the so-called public schools, they have "no valid place in the new democratic and socialistic society we desire to create”.

National Policy on Education (1968) also did not favour the abolition of public schools. It has emphasized that, "to promote social cohesion and national integration the common school system as recommended by the Education Commission should be adopted. Efforts should be made to improve the standard of education in general schools. All special schools like public school should be required to admit students on the basis of merit and also to provide a prescribed proportion of free-studentship to prevent segregation of social classes. This will not however affect the rights of minorities under Article-50 of the constitution”. Since most of the public schools are residential, they impart training to the students in community living, the students are drawn from different castes, classes, regions, etc. and their mixing together leads to socialization.
The 7th five-year plan was geared to the implementation of the National Policy on Education (NPE-1986). For providing quality education in the rural areas, the scheme of establishing one navodaya vidyalaya (pace setting school) in each district was initiated. It was a somewhat fresh attempt to provide rural and less privileged children access to public schools. The aim of these schools is to provide deserving students, particularly in rural areas, access to "quality education irrespective of the economic status of their parents". The powerful landed elite who had so far felt discriminated against by the educational system is now being provided with prestigious education for their children. It is more than possible that these vidyalayas will soon become an essential part of the select\'c educational structures catering to the needs of the fast growing rural upper and middle classes.

1.2.4 PARENTAL EDUCATION

Parental education includes educational level of father and mother. Educational status of the parents leaves indelible impression on the career aspiration of the children. In the family, education of father is crucial, because it influences all the family members in one-way or the other. Educational status of the parents may affect the socio-economic life of the students. Education plays an important role in shaping the values and attitudes of an individual. It is very important to quote here that the education of mother is much more \italic in the process of socialization of the children. Children being close to their mothers from the young age (birth) are more influenced by their educational levels.

Kapoor and Punia (1997) observed that as the educational level of the respondents' parents goes up, the relative percentage of the students for higher studies also increases. This might be due to the fact that educated parents consider higher education a status symbol and a remunerative proposition. Educated parents seemed to have guided their children in a right perspective to get the higher education in future.
1.2.5 PARENTAL OCCUPATION

Parental occupation means occupation pursued by the father as well as the mother. The parental occupation is an indicator of the socio-economic status of the family. Nature of the occupation of father as well as of mother not only influences the economic status of the children but also their general behaviour, attitudes, life styles and aspirations, because they both play an important role in the socialization and development of the children. Income is considered to be the best index of economic status of the household. It is an important independent variable, which speaks of one's economic standing in the community. It can be observed generally that the people with high economic status go for higher studies and aspire for higher position and values.

A major change occurred in occupational structure during the British rule in India. Traditional operations based on the ascriptive criterion of caste were not suitable for the colonial administration. The British rulers needed indigenous personnels at low cost for the lower rungs of administration. There developed new occupation strata, particularly in white-collar Jobs under the government and private enterprises, trade and commerce and professions. It was mainly the students from these parental occupational strata plus business strata and big landholders, who cornered the benefits of the new educational opportunities. The overwhelming majority of the population comprising peasants and workers was left out due to their socio-economic backwardness. It was seen that proportion of students from privileged occupational categories, such as. landholder and officials increased from school to college stage. But the ratios of students from comparatively lower occupational categories decreased.

Gore, Desai, and Chitnis (1975) found that the percentage of male students in professional colleges from rural occupation, urban white-collar occupations, small trade and business and manual strata was 25. 49. 15. & 5 respectively. Further, it was witnessed that high quality fee-paying public schools are meant exclusively for the privileged class of business, services, professions and big landowners. It was
found that the ratio of students from services, commerce and industries, and agriculture (i.e. landlords) strata was 46.8, 35.0 & 18.2 respectively at Doon school. Representation from any other strata was nil.

De Souza (1974) conducted a study of five reputed public schools i.e. Blue Valley, Lake View, Riverside, Pine Grove and Green Hill. His findings show that the people belonging to high professions, services, and business strata have monopolized these schools. The people from high professions and services have cornered 70.56% of seats at five reputed public schools while the ratios of the students from business is 16.67%. Children of rich fanners have occupied merely 5.41% seats. But the overwhelming majority of people comprising of peasants. traditional arts and craft, and workers have no access to elite public schools, though they form about 80% of the total population.

The above description throws light on only one aspect that modern education benefits are available to only those who are well off socially, economically and in the realm of various modern professions. The other side of the story suggest that benefits of the formal education encompasses more or less everyone irrespective of their caste, occupational and economic background.

1.2.6 SOCIAL CATEGORY

The caste system is an element of social structure in India. It has divided Indian population into numerous groups that enter into relationships of various types and degrees among them. It has been the root cause of various social problems in India. The practice of mobilization on the basis of castes and favour or disfavour shown in education and employment on caste considerations is the major feature of casteism. Caste is an independent variable, which determines the social and economic standing of an individual in society and influences not only the behaviour and status of an individual but other aspects of life also.

The Education Commission (1964-66) observes that 'Indian society' is hierarchical, stratified and deficient in vertical mobility. The social distance between the different classes, particularly between the rich and the poor, the educated and the
uneducated is large and is tending to widen...and the picture becomes even more complicated because of castes, an undemocratic institution, which is still powerful and which, strongly enough, seems to have extended its sphere of influence under the very democratic processes of the constitution itself '. One may justify caste criterion for welfare programmes in favour of the weaker sections, in Indian social situations. Keeping in view the social, economical, educational and relational standards, the Indian population is divided into four main categories. The population, which comes in the castes, like Brahmin, Kshatriya (Rajpoot) and other upper castes are called the "Swama". This population is considered as highly qualified, having good socio-economic status and having good native standards. These castes are taken in general category.

The word 'scheduled caste' presents an enigma. In a caste-based society, it designates a category constituting the lowest and depressed section of the populace. The term depressed for the first time was used in 1931 census for classification of those, who were regarded as outcastes or untouchable and who suffered from various social disabilities in the matter of education and general advancement. They occupied a peculiar position in our social and political systems. In the Constitution of India, many of such castes were included in a schedule, that is why called scheduled castes. The high degree of disparity in educational attainment of this group in fact has made it susceptible to exploitation by high castes. The "Harijans" also called scheduled castes have thus been living in a system, which has been ascribed as a cultural phenomenon peculiar to Pan Indian Civilization (Leach. 1960) and is a "closed system of closed segmental group" (Bailey, 1963). The National Policy on Education (1986) and its modified formulation, National Policy on Education (1992) laid considerable emphasis on the removal of disparity in access to education. It also postulates that the central and the state government will initiate policies and programmes, which is target oriented. The policy states that 'the central focus in the scheduled castes educational development is their equal/aiion with the non-scheduled caste population at all stages and levels of education, in all areas and in all four dimensions—rural male, rural female, urban male and urban female'.
India is a country with a large population of tribals. Tribals in India are not a homogeneous group. They differ in terms of their way of life, exposure to the outside world and adoption of the programmes of welfare and development. The tribals have been isolated from the main stream of the Indian society for several years, which accounted for their backwardness. When the constitution of India was formulated, a number of tribals were included in a schedule and these were called as scheduled tribes. Scheduled tribes have suffered because of the long periods of physical isolation as most of the tribes lived in remote and inaccessible forests and were thus cut off from the modern civilizations. Thus, there is a high degree of disparity in the educational attainments of this group.

Division of societies based on class is seen as an important principle of social stratifications. We do not find unanimity about the conceptual formulation of class. Classes are historical phenomenon according to Marx. They developed with the division of labour and the development of institution of private property in society. Two basic classes in societies are owner and non-owner of the means of production. The owner exploits, oppress and appropriate labours of the non-owners. Class division is done on the basis of the set of indicators of status of individual or family such as income, occupation, education etc. The class, which includes the group of classes, having people of low income, less education, backward region and very low socio-economic status are taken in the category of 'other backward classes'. Mandal Commission (1980) as quoted by Aggarwal and Agrawal (1991) in "Educational and Social Uplift of Backward Classes. (At what Cost and How?) Mandal Commission and After", evolved a criterion for the identification of backwardness under three broad heads, i.e. social, educational and economic and not social or educational or economic. As a result of it large number of castes were identified in the category of other backward classes in each state. It is in backward regions that the enrolment in the institutions is low, attendance rate is still lower, dropout rate and truancy is high. The economic base is weak, traditional and constricted. Indicators of the quality of life fall on the lower end of the scale with large-scale disparities between 'have' and 'have not'. The caste system has had its adverse impact on education in India.
1.2.7 STREAM OF EDUCATION

There are four main streams of education, which are categorized as the groups of academic subjects. These are; Medical stream, which has medical science as a main academic subject including Physics, Chemistry and Biology. Non-medical stream includes Mathematics, Physics, Chemistry, Computer science etc. as main academic subjects. Arts stream has many subjects e.g. Political science. History. Hindi, Sanskrit, English, Sociology. Philosophy, Geography. Psychology. Music, Anthropology etc. and the students have to select or opt for a group of subjects out of the available subjects on the basis of their interests and abilities. Commerce stream includes subjects like Business Studies, Accounts, and Economics etc.

1.3 CONCEPTUAL FRAMEWORK OF DEPENDENT VARIABLES

1.3.1 CONCEPT OF LEVEL OF ASPIRATION

The Concept of level of aspiration was introduced by Dembo (1935) with reference to the degree of difficulty of goal towards which a person is striving for. "Level of aspiration is a function of lime and life space in the individual's range of aspirations" Lewin (1935). Level of occupational aspiration is a concept used in Vocational Psychology, which is derived from the concept of level of aspiration. They differ from each other only in that the former refers to the level of vocational hierarchy (Haller and Miller, 1971), whereas the later refers to the level of aspiration in general.

After conducting several experimental studies on human motivations. Lew in. Dembo and Hoppe (1935) observed that the success and failure depends more upon the person's aspiration than on some objective standard or performance. Each individual is unique and hence individuals differ in their levels of aspiration. Prominent psychologists in the middle of the 20th century attributed level of aspiration to the resultant of three kinds of factors or influences:

i. The seeking of success, i.e. making an estimate of one's future performance.
ii. The avoidance of failure, i.e. strength of one's desire to avoid failure,

iii. The cognitive factor of probability Judgement.

Consequently, in achievement situations, individuals typically subscribe to conceptions of their ability as either a fixed entity or as an acquirable skill, independently of their actual ability (Elliot and Dweck, 1988). As one endeavours to handle the challenges of life, aspiration can prove to be a major benefactor for good living. As a common motivational phenomenon, everyone aims at reaching a definite goal or excellence in performance and in doing so, he sets a desire for distinction, which has an inner structure known as level of aspiration. Bouffard, Bastin and Lapierre, (1996) found that Canadian women undergo numerous changes in their goal setting behaviour during adulthood. Women aged 20 to 60 years revealed different goal profiles according to their age and social roles (homemakers, students and career women).

The concept of level of aspiration is relevant only if there is a perceived range of difficulty in the attainment of possible goals and if there is variation in valence among the goals along the range of difficulty. In discussing the level of aspiration, it may be helpful to consider a sequence of events typical of many of the experimental studies in this area:

i. A subject plays a game or performs a task, in which he can obtain a score.

ii. After playing the game and obtaining a given score he is asked to tell, what score he will undertake to make the next time he plays,

iii. He then plays the game again and achieves another score,

iv. He reacts to his second performance with feeling of success or failure, with continuing or new level of aspiration, etc.

In the foregoing sequence of events, point (ii) 'Setting of the level of aspiration' and point (iv) 'Reaction to achievement', are particularly significant for the dynamics of the level of aspiration.

Lewin et al. (1944), stated that the resultant valence of any level of difficulty is equal to the valence of achieving success times the subjective probability of
success minus the valence of failure times the subject's probability of failure. The level of aspiration, that is, the goal an individual will undertake to achieve, is the level of difficulty that has the highest positive resultant valence. The subject's experience of success or failure is determined by the relation of the individual's performance to his level of aspiration and not simply by his absolute accomplishments.

Experimental work on the level of aspiration has brought out the variety of influences, which affect the positive and negative valence of different levels of difficulty. It has indicated that cultural and group factors establish scales of reference, which help to determine the relative attractiveness of different points along a difficulty continuum. Some of these influences are rather stable and permanent in their effects. It has been found that most of the people of western culture, under the pervasive pressures towards "self-improvement", when first exposed to a level of aspiration situation, give an initial level of aspiration which is above the previous level of aspiration score, and that under most conditions they tend to keep their level of aspiration higher than their previous performance. In addition to broad cultural factors, the individual's level of aspiration in a task is likely to be very much influenced by the standard of the group to which he belongs (Anderson and Brandt, 1939).

Reference scales do not come only from membership in a definitely structured social group, for they also may reflect the influence of one's self-image, other individuals, or groups that either establish certain standards for performance or that serves as models for evaluating self-performance. Thus, the level of aspiration of college students with respect to an intellectual task varies, depending on whether he is told that a given score was obtained by the average high school student, the average college student, or the average graduate student (Festinger, 1942).

The discrepancy between the subject's last performance and his aspiration level becomes twice as great when he was asked to state what he "hoped" to do on the next trial, as it was, when he was asked what he "expected" to score on the next trial. It is clear that many subjects hope to do better, when they expect, realistically.
to do. The variability of actual performance on the task is important, too (Sutcliffe. 1952). When there is little variability, the subject's goal can be realistically governed by knowledge of his probable performance; this is not the case when his performance varies widely from trial to trial. A quite widely accepted generalization from experiments on level of aspiration is that, successful performance leads to an increased level of aspiration and unsuccessful performance (failure) leads to a reduced level of aspiration.

Thus, it can be concluded that level of aspiration of an individual is his/her minimized or maximized expectation from himself/herself. To what extent, one can be successful in accomplishing a particular task, whether easy or difficult, outcome of the same shows one's level of aspiration.

1.3.2 CONCEPT OF VALUE PATTERN

A value is, what is desired or what is sought. A value stands for ideas men live for. Values are the part and parcel of the philosophy of a nation and the educational system. Values are the guiding principles of life, which are conducive to one's physical, social and mental health, and which enable us to make suitable adjustment with our own culture. Actual values are concepts heavily weighted with emotions. They are concepts of the desirable, which influences the child's selections from available models, means and ends of actions. Because they are primarily subjective, they are stronger predispositions of behavior than concepts with less heavy emotional weighting are.

Value pattern of an individual is a set of principles, which guides one's desires and feelings, resulting in a choice of appropriate action. These are beliefs upon which man acts by preference. The idea of hammering the child into the shape desired by the parents or teachers is a barbarous and ignorant superstition. It is the individual himself/herself who must be induced to expand in accordance with his/her own nature and value pattern. There can be no greater error, for the parents than to arrange beforehand that their child shall develop particular qualities, capacities, ideas, and virtues or be prepared for a pre-arranged career. To force the
nature to abandon its own dharma is to do it permanent harm, mutilate its growth and deface its perfection. Ever>'one has something his/her own. The task is to find it, develop it and use it. The chief aim of education should be to help the growing soul to draw out that in itself, which is best, and make it perfect for a noble use.

Values include the important religious beliefs, moral attitudes, philosophies of life, political ideologies etc., which help in sustaining the society) and its culture, They also help in bringing about corresponding changes in the society and culture. According to John Dewey, "To value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else. In general, values may be classified into three categories on the basis of their nature, namely, biological, intrinsic and instrumental values.

Biological Values lead to the philosophy of naturalism. The slogan of this value is. "Everything that is desired is desirable". Biological values provide complete freedom and exercise of choice to the child. However, what the child desires may not be desirable. Intrinsic Values are reflected by idealism. Important intrinsic values are truth, beauty and goodness, they are reflected in the indi\idual. whether others like them or not. Instrumental values are judged on the basis of experience. Principle of utility is the guiding factor. They are dependent on the consequences or the outcomes. Such values are the results of the pragmatic experience of the human beings.

Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. Disputes over petty matters, dacoities, murders, agitations. stabbing and other crimes are rampant as we read in the newspapers and listen through the media. This atmosphere of valuelessness is leading to disintegration of societies though we notice, at the same time, best of progress in certain other fields. Nietzsche has rightly remarked, 'when a tree grows upto heaven, its roots reach down to heir (Sharma, 1997).
The University Education Commission (1948) considered both its philosophical and practical aspects and made certain valuable proposals for reform. However, except in a small number of institutions, they were not implemented. The Central Advisory Board of Education appointed a special committee on Religious and Moral Instruction, The Sri Prakasa Committee" (1959). The report of this committee has been before the country for many years, but response from educational institutions has been neither active nor enthusiastic. This is having a very undesirable effect on the character of the rising generation. It has, therefore, become necessary and urgent to adopt active measures to give a value orientation to education.

The National Education Policy (1986) suggested concrete curriculum, which would promote human values. The Ramamurthy Committee, in its report (1990). 'Towards an Enlightened and Humane Society", observed that education should nurture a set of values, like the feeling of universal compassion (love), build up a new social order based on truth and non-violence, which are everlasting spiritual values, prepare the ground for an integration between science (Truth) and spirituality (Unity of life), and democracy (Non-violence), which is the link between the two.

In the view of the committee, value education is to be construed as a continuous process, which is to be sustained throughout the process of growth of the individual from childhood to adolescence, then to adulthood and so on. It is also the role of value education to bring about integration of the hand, head, and heart in order to ensure that education does not alienate the students from the family, community and life. One of the key roles of education should be the creation of work culture at all stages of education, so that the individual develops into a socially and economically useful human being with respect for all the living beings (Sarva Bhoota Hitha). Above all else, critical appreciation and concern for the cultural and artistic heritage of the country has to be installed amongst the students. It is this package of values, which will help the creation, and sustenance of an enlightened and humane society in the country.
Values in different contexts are conceptions of the desirable, which influence selective behaviours. They are deeply associated with the human personality and the socio-cultural system of the society. They are the generally accepted basic assumptions of what is right and important in society and what is not. Values define the purposes of life and the means of achieving them. Values may be defined as the criterion and moral judgement or certain subjective standards through which individuals or groups distinguish between good or bad, true or false and between ought to be or not to be etc. It shapes individual's personality, social morality and guides individual to be a part of or function within distinctive socio-cultural system. Values play an important in the integration of the personality and the socio-cultural systems. They serve as the means of forestalling, resolving or minimizing conflicts both at the level of personality and that of the system of social interaction.

Values also reflect a society's adjustment to environment. Those activities and objects, which promote adjustment are assigned a higher value e.g., the tribal, who are dependent on hunting and food gathering assign high degree of value to their bows and arrows and to the preservation of the forests as well. Indeed, different aspects of life and sphere of activity have different kinds of values.

Mukerjee (1960) pointed out that human beings create values and also fulfill them. This particular ability affects both the formation of personality and the formation of the groups and institutions in society. In this sense, human beings are not only the source of values but also those, who judge the behaviour involved in day-to-day functioning of society.

Sets of values form the core and ethos of every culture. People belonging to a culture, however, are often not conscious of many of the values, for, values are internalized and become a part of their personality. A normal person is one, who successfully obtains a balance between the various conflicting values and goals faced in life. When a person is unable to resolve the value conflicts, it leads to severe mental strain and imbalance in his/her personality. Therefore, it is considered that in all normal human beings, the person should be a "whole" person just as normal society is that, which is an integrated whole.
A person does not attach equal importance to all his values. There is a hierarchy of values in a situation of competing claims; the lower value must yield to the higher one. Thus, when the examinations are close, a student would rather study than go to see a movie. In the absence of such hierarchy of values, the integration of an individual's personality is likely to be seriously threatened and his actions may become chaotic.

A socio-cultural system, too, is integrated through a degree of coherence among its diverse and the general consensus about their hierarchical ordering. The values pertain to various aspects of life, such as economic, political, moral or religious, form a network. The values of all social groups and institutions like political, economic, social, religious etc. also affect each other in the process of interaction and they overlap with each other.

1.3.3 CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement of a pupil refers to the knowledge attained and skills developed in school subjects, which are assessed by the school authorities with the help of achievement tests, may be standardized or non-standardized test. Trow (1960) defines academic achievement as "the attained ability or degree of competence in school tasks, usually measured by standardized tests and expressed in age, grade units based on norms defined from a wide sampling of pupil's performance". Academic achievement is the core of educational growth. It has a great importance in children's life. Success in academic subjects acts as a stimulant and any damage done to a child in the home or neighbourhood may be partially repaired by the success in the school. High achievements in school create self-esteem and self-confidence in the child, which leads to better adjustment in society.

Academic achievement today is attracting the attention of the educators, because, whether one is going for admission in some institutions of higher learning, or for some job, or in other walks of life, it is predominantly the academic achievement only, which finds the top priorities over the other entire criterion for selection. Achievement in itself has become more or less a power symbol and a
way of life. However, even if the course of life is not determined by achievement, it is essentially directed by it. It constitutes a socially relevant and integral aspect of students' lives, so that the students are motivated to seek academic excellence. Every student is directed to achieve more and more, by social and psychological pressures. These pressures result in various tensions and strains, which are always disruptive and which also result in performance decrements and discrepancies between 'potential' and 'performance'.

Academic achievement generally refers to the degree or level of success or that of proficiency attained in some specific area covering scholastic or academic work. In the light of the observation made by Good (1959), Biswas and Aggarwal (1971), there seems to be considerable similarities in, as much as all of them place emphasis on knowledge attained, skills developed in the academic subjects and usually designated by test scores. It is different from proficiency in the areas of different physical skills.

Sinha (1970) asked high and low achiever to check factors, which they have considered important for success in examination. He concluded that: (I). Factors responsible for success in examination in order of significance were hard labour, intelligence, memory, good health, availability of needed material. study habits, financially sound positions, interests, and peaceful environment at home as well as at school and avoidance of politics, (ii). Factors responsible for failure in the examination were: lack of hard labour, poor memory, lack of self-confidence, dullness, inability to adapt to the examination system, inappropriate methods of teaching, financial problems, non-availability of books and interests in social and personal works.

The performance or academic achievement of all the individuals is not equal. There is a lot of variability and dispersion. Now the question arises: why is this dispersion there? The differences in academic achievement can not to be attributed to a single factor, but, it is the outcome of the interaction of some intellectual and personality factors, such as intelligence, creativity, aptitudes, interests, socio-economic status, etc. Academic achievement depends upon numerous factors, which
are responsible for high, average, or low achievement of students. These factors are said to be cognitive, non-cognitive in nature, coupled with home and school environmental factors. Cognitive Factors include intelligence, creativity and language ability. Affective or non-cognitive factors include personality variables i.e. self-concept, adjustment, study habits, interests, level of aspiration, aptitude, motivation, anxiety, values, self-confidence. Home-environmental factors include demographic variables i.e. socio-economic status, residential background, parental aspirations and expectations, parental attitude, parental education and occupations, sex, etc. School-environmental factors include teachers' personality, attitude, methods of teaching, curriculum, emotional climate of the school etc.

Thus, academic performance is said to be an important phase of life today. In this rapid advancement in science and technology, the place of education has become so vital that every person wants to educate his/her child. Good academic records and its proper development to a certain extent depict the futures of the child. Therefore, it becomes necessary to study the diverse variables, which affect or influence the academic achievement of the children positively or negatively, so that remedial measure may be taken well in advance for the benefit of the coming generations.

1.4 REVIEW OF RELATED LITERATURE

Review of related literature literally means reviewing already acquired knowledge in a detailed and completely connected way. It is a summary in which various truths intensively studied are seen as an organized whole, accurately related and well unified. No research can be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to the study proposed by the researcher. Every study does not give a new view of the ground covered; it tends to test previous acquisitions and to fix important truths and their relationships (Monroe, 1991).

The study of the related literature enables the individual not only to gain familiarity with the knowledge of the past achievements and the developments in
the concerned area, but, it also enhances the ability of the individual to make his own contributions towards increasing the previous stock of knowledge either by adding something altogether new or developing the old one with a new perspective. A careful review of related literature helps the researcher to define the limits of his field. Through the review of related literature, the researcher can avoid unintentional duplications of well-established findings. The review of related literature gives the researcher an understanding of the research methodology, tools and instruments, which have proved to be useful and promising in the previous studies and provides an insight into the statistical methods through which validity of results is to be established. In the present study literature was reviewed under following heads:

1.4.1 SOCIO-ECONOMIC DIVERSITIES AND LEVEL OF ASPIRATION

Level of aspiration is a composite image of what we think-we can do. What we think-we can achieve and what we think-we would like to be. There is no doubt that one of the most significant and recent interpretation of human personality is located in one's level of aspiration. It is connected with the goals and the ideals of the individual in his life. It is governed by the future perspectives of the individual. But one should not forget that man is a social being and its all the actions and outcomes are influenced by the socioeconomic diversities. Social stratification consistently affects individuals' educational aspirations. One early line of status attainment research has emphasized the importance of significant others-namely parents, peers and teachers - in mediating the effects of socio-economic background and ability on aspirations and ultimately, educational and occupational attainments. Social factors may have a great impact on the level of aspiration of the individual. Following are the studies surveyed by the investigator showing the impact of socioeconomic diversities on level of aspiration;

Meyer (1970) reported that the Diffused Charter of U.S Secondary Schools means that these schools have little influence over the socialization, e.g. values, aspiration and self conceptions of their students.
Alexander and Eckland (1975) maintained that the ability and social status of the student body "may affect self conceptions and goal setting largely indirectly through various inter-personal and social comparison processes".

Conger (1977) conducted a study on the relationship of socio-economic status and level of educational aspiration. Socio-economic status was found to be significantly related to level of educational aspiration.

Hussain (1977) found that the effect of the level of aspiration on the academic performance was of the nature that, the academic performance of the group showing moderate goal discrepancy was better than that of the groups showing either high or low goal discrepancy, implying a curvilinear relationship between the level of aspiration and academic performance. High and low aspiration showed unrealistic and defensive attitude resulting in low achievement.

Spender and Featherman (1978) stated that, over time, researchers tested and extended their findings in various ways and for different groups, but the consensus was that peers and parents appear to shape ambitions more directly and with greater impact than any other source.

Moorjani (1979) found that there was a significant difference in level of aspiration between the low socio-economic status groups.

Sharma (1979) found that level of aspiration would not influence academic achievement. Also there was a strong tendency in girls to set their level of aspiration below their achievement whereas boys showed an opposite trend. The level of aspiration was not significantly related with family income and vocational aspiration. There was no sex difference in the level of aspiration.

Prince (1981) found that backward community pupils had highest level of aspiration, which was significant as compared to forward and deprived community pupils. There was a highly significant relationship between the level of scholastic achievement and socio-economic status and the level of aspiration in all the three community pupils.
Friedrich (1980) examined goal setting behaviour and level of aspiration. Students of group-1 were residents of children's home, and students of group-2 were brought up in families. Results showed an unrealistically high aspiration level for group-1, which was significantly greater than that of group-2.

Srivastava (1982) stated that there was no significant difference in the occupational aspiration of the scheduled tribe, the backward class and the upper caste students.

Annamma (1984) concluded that male students exhibited higher aspiration level than the female students.

Parmar (1986) found that there seemed to be a close relationship between educational aspiration and social class, caste and sex. There was a relative relationship between social class, caste and sex, and interest in politics.

Pandey (1986) conducted a study to find out the relationship between adjustment, level of aspiration and achievement. The relationship between all these three variables is significant which means that increase or decrease in one variable is positively related with increase or decrease in the other variable. In other words, the increase or decrease in the level of aspiration is positively related with increase or decrease in adjustment or achievement.

Prasad (1986) found that (i) Socio-economic status of urban students was related positively with achievements, aspiration and values, (ii) Socio-economic status of rural students was positively related with aspiration and values, while their parents occupation was related positively with academic achievement and values. (iii) Caste of rural students was positively related with aspiration level, (iv) Level of aspiration of the rural students was higher than that of urban students, (v) Urban students of high caste as compared to the rural students of high caste had high aspirations and better academic achievement.
Ved Parkash (1987) found that sex, community and socio-economic status does not have significant influence on level of aspiration but risk taking tendency of a student has significant effect on his or her level of aspiration.

Sungoh (1988) made a survey of educational and vocational aspirations of doordarshan viewing pre-university students in Shillong. The study found that female students were rare viewer of T.V and commerce students showed significantly higher educational aspirations.

Tripathy (1990) found that tribal students had lower level of aspiration than non-tribal students.

Aggarwal (1991) conducted a study on the level of aspiration of scheduled caste and non-scheduled caste students of Himachal Pradesh and found that scheduled caste and non-scheduled caste students do not differ significantly in their level of aspiration. Boys and girls irrespective of their caste do not differ significantly on level of aspiration.

Malhotra (1992) found that a majority of girls in urban as compared to the rural areas went to school and had high aspirations almost equivalent to their male counterparts. Higher parental or mother's educational level as well as good economic status of the father was directly related to the educational aspirations of the girl child.

Rubin (1995) found that, generally, high ability black students have educational and occupational aspirations that are commensurate to those aspirations of high ability students from other cultures.

Bandura et al (1996) through an observation in the West revealed that parents generally promote their children's educational aspirations and this helps in the academic process, thus eliminating the male gender bias.

Walker (1997) found that the youths' aspirations were leveled, relected realities of their employment possibilities, and were patterned after their fathers' occupations.
Singh (1998) found that (I) boys and girls do not differ significantly with respect to their goal discrepancy scores, attainment discrepancy scores and number of times the goal reach scores, (ii) The level of aspiration of students differ significantly at different levels of parental employment i.e. single parent employed, both parents employed and both parents un-employed.

De Michele (2000) found that goal condition did not have a significant influence on performance variability during training, nor did it have a significant influence on performance mean scores.

Pradhan (2001) stated that (i) there existed significant relationship between economic status and the level of occupational aspiration. The positive correlation between the two variables indicates that higher the economic status of a person, higher the level of aspiration, (ii) The educational qualification of the father is positively related to the level of aspiration of the youths. In other words, it revealed that educational background of the parents plays an important role in shaping the level of aspiration of the children, (iii) The higher the level of occupation of the father, higher is the level of occupational aspiration of the child, (iv) The results of the research showed that higher the caste of a person, higher is his or her occupational aspiration, (v) In case of gender and level of aspiration the findings showed that a significantly higher percentage of male than female youths had aspired for the highest level and for the middle level in the occupational ladder. On the other hand, a significantly higher percentage of female than male youths had aspired for the lowest level of occupation. It showed that the male youths had higher level of aspiration as compared to the female youths, (vi) No significant difference was found between the rural and urban youths at each level of occupational aspiration. The analysis showed that the youths residing in rural and urban areas do not differ significantly in their level of aspiration. It means that residing in a rural or urban locality has nothing to do with the level of aspiration of the college youths.

harma (2001) revealed that students studying in Navodaya Vidyala and in other Govt. Schools do not differ significantly in relation to their level of aspiration.
Enyedy (2002) found that high parental education had strong positive effects on both educational aspirations and educational follow-through and good high school grades led to high educational aspirations.

Lee (2002) argued that the interaction between two multidimensional constructs, namely, "aspiration vectors" of individuals and the "market offering vectors" of these individuals, determines both, the set of opportunities open to them and their locus of search among these opportunities.

1.4.2 SOCIO-ECONOMIC DIVERSITIES AND VALUE PATTERN

There is a marked tendency to relate the value pattern and socio-economic diversities to the life in the context of our time and problems. Thus, in the lines below the relationship of the value pattern and socio economic diversities is given, which was studied by the different research scholars of the world.

Cormack (1961) studied the awareness, values, and attitudes of the college and university students towards social change in relation to 'traditional liuliu becoming modem'. The study revealed mixed responses from the students in favour as well as against the traditional values.

Ahmad (1973) revealed that parental occupation, educational level of the family and urbanization affected modernity. Also, in spite of the urge to modernize, many traditional values were still operating among college girls.

Roy (1980) in 'a study of some factors and processes involved in the development of the value' found that boys and girls differed significantly in their values but not in the process of socialization.

Kumari (1981) found that (i) urban males were more moral than rural males, (ii) urban females preferred economic and social values, whereas rural females were aesthetic, theoretical and religious.

Kundu (1982) observed that (I) the profile analysis of sex variable failed to show significant difference in value pattern, though slight differences in the order of
values were noted between the male and the female groups, (ii) apart from the resemblance of value patterns between different categories of students, the extent of maximization of each single value was found to vary from group to group.

Singh (1982) found that differences were not significant in areas such as family organization (occupation, family income, participation in political activities, levels of education) and value pattern.

Srivastava (1982) revealed that there was no significant difference between the scheduled tribe students and upper caste students in their value orientation.

Diwedi (1983) found that (i) the place of residence i.e. rural or urban had a close relationship with values; religious, ethico-cultural, political and educational. (ii) girls were more religious, ethical, cultured and keenly interested in societal problems as compared to the boys. On the other hand boys were higher in political values than those of girls.

Goswami (1983) found that the post basic schools provided a better atmosphere to inculcate moral, social and religious values among students than ordinary schools. The students of post basic schools were better in these values than students of ordinary schools.

Annamma (1984) observed that academic achievement, residential background, fathers’ education and parental occupational status had no relationship to value orientation of college students. Size of the family was related to value orientation with students from large families being more spiritualism oriented as compared to those from the small size families. The students having low socio-economic status were more spiritualism oriented than high-income group.

Sawhney (1984) found that the distribution of scores of both boys and girls in all the eight values deviated from the normal. Also girls of high socio-economic status showed a significant difference in social, economic, moral and knowledge values than the low socio-economic boys.
Parmar (1986) reported that there was a relative relationship between social class, caste, sex and interest in politics.

Prasad (1986) revealed that the socio-economic status of urban students was positively related with achievement and values. At the same time socio-economic status of rural students was positively related with values, while their parents' occupation was positively related with achievement and values.

Leela (1988) found that (i) high and low religiosity was not associated with fathers' income, education and occupation and mothers' income, education and occupation, locality of subjects, size of the family etc. (ii) High and low religiosity was significantly associated with sex, girls being higher than boys.

Pandey (1989) found that (i) convent schools were better than Sarswati Vidya Mandirs in the development of economic values and they were also better than government and private schools in the development of knowledge, economic and aesthetic values, (ii) Private schools were better than Sarswati Vida\a Mandirs and Convent Schools in the development of social values and patriotism.

Sambhi (1989) studied the value pattern of students studying in three institutions; Sri Sathya Sai Higher Secondary School, a missionary-school and a central school. She found that the value patterns of the three groups were found to be significantly different. The order of values for Sri Sathya Sai School was 'Peace', 'Truth', 'Righteous conduct', 'Love' and 'Non-violence'. The order of values for missionary school was 'Truth' and 'Right-conduct' clustered at the first position followed by 'Peace', 'Love' and 'Non-violence'. The order of values for Central school students was 'Right conduct', 'Truth', 'Peace', 'Non-violence' and 'Love'.

Srivastava (1990) compared the deprived and non-deprived boys and girls in terms of their value pattern and found that, (i) deprived and non-deprived groups differed in value pattern (ii) Boys and girls differed in value pattern (iii) the analysis of two independent variables viz. Sex and deprivation interact to effect the dependent variable i.e. value pattern.
Sati (1991) observed that (i) scheduled caste boys and girls do not differ in their values and educational aspirations, (ii) Non-scheduled caste girls were at a higher level in social values and educational aspiration than boys, (iii) In non-scheduled caste group (a) High achieving girls had high economic values than low achieving girls, (b) Low achieving girls have higher religious values than high achieving girls and boys, (iv) Scheduled caste students had higher political values than non-scheduled caste students, (v) Non-scheduled caste students had high economic and aesthetic value, educational aspiration than scheduled caste students.

Chand (1992) found that (i) boys and girls do not differ in religious, social, demographic, family prestige and health values, but differed in economic and power value significantly. Moreover boys were found to have scored significantly higher in economic and power values than girls, (ii) Students studying in Government and Private schools do not differ in values. Moreover, the Government school students were found to have scored significantly higher in economic values than their private institutions counterparts. But the private institutions students scored significantly higher in religious values than the Government School students.

Dadu (1992) observed that (i) rural male and urban male students do no differ in their personality traits and values, (ii) Between rural females and urban female students, significant difference existed in respect of aesthetic values, economic values, and political values, (iii) Urban male and female students differed significantly in theoretical, religious and aesthetic values.

Padmanaban (1992) assessed the values of high school pupils to understand their value pattern in the present day social and educational environment. He found that (i) boys and girls differed in respect of economic, political, social and aesthetic values, (ii) There was an association between the pupils' most preferred value and their caste and religion, (iii) There was an association between the pupils' most preferred value and their parents' socio-economic status.

Joshi and Puran Chand (1994) found that (i) the adolescents from joint families were found to have higher scores on moral values than those from nuclear
families, (ii) No significant difference was found in moral values of the adolescent boys belonging to joint and nuclear families, whereas the adolescent girls from joint families scored higher on moral values than the adolescent girls from nuclear families, (iii) Adolescent girls from joint families have higher moral values than the adolescent boys from joint families.

Othman (1997) found that females reported more positive values, attitudes and behaviour whereas male students reported more negative values, attitudes and behaviour among the ethnic groups.

Pohlman (1997) found that a teacher's values towards cooperation, as manifested by the consistent use of cooperative learning best practices, positively affect the students' attitudes towards collaborative work.

Zarean's (1998) study looks at the relation between Islamic culture, religion and the curriculum. He stresses that school plays a fundamental role in the Islamization of the post-revolutionary Iranian society.

Shamaeli (1999) examined gender and development, an important issue and indicated that sexual values development is of critical importance to the success of any development programme, which in turn depends upon a sexuality education that teaches God-centered self-control.

Ohman (2001) found that the ethical values of female college freshman are higher than those of male college freshman. It was also found that college seniors have higher ethical values than college freshman.

Dingman (2003) found that students develop academic and personal skills, including critical thinking and ability to take initiative. They increased their values of community involvement in their personnel and professional lives. Not least, students' attitudes towards their role as a volunteer, the effectiveness of service and people of diverse backgrounds were affected.

Hostetter (2003) studied the relationship between values inherent in the culture of Alaska Bible College and the personality held values of organizational
members. He found a direct relationship between the values embedded in the institutional culture and the personal values held by organizational members. The values that are perpetuated by the institution are those, which are owned by its members.

1.4.3 SOCIO-ECONOMIC DIVERSITIES AND ACADEMIC ACHIEVEMENT

Since the society in India, as elsewhere, consists of different social categories, it is but natural for the researcher to think of the extent to which home conditions, institutions and other diversities influence the academic achievement of the school going children. Studies showing the effect of socio-economic diversities on academic achievement are given below:

Singh (1965) found that academic achievement of the students was positively related with the rural background but negatively with the urban.

Lulla, Shah and Darji (1966) found that scholastic underachievement was both a social and school problem i.e. pupils’ backwardness in school was intimate related to their family conditions and their social background.

Sharma (1967) in the context of caste of students found that, in the case of higher level of caste, there was better achievement.

Satyanandam (1969) highlighted that the children of the parents having higher educational and occupational level perform better in their academics than children of the parents having lower educational and occupational levels.

Vasantha (1969) found in his study that certain demographic and environmental variables like sex, area of residence, communities, position in family and educational level of father were related to achievement through the varied degrees.

Chatterjee et al. (1971) studied the effect of parents' income, parents' education, family size and general conditions of the home upon scholastic achievement, controlling the level of intelligence. For all the intellectual ability
groups, the economic conditions of the family and study room facilities had no effect on the scholastic achievement. The family size and the number of the siblings were inversely related to the academic achievement. However, the study conclusively demonstrated parents' education as related to the scholastic achievement.

Soarses and Soarses (1971) studied the relationship of academic achievement among advantaged and disadvantaged youths. They found that disadvantaged youths have lower achievement than advantaged youths.

Dhami (1974) in his study observed that the relationship between socioeconomic status and academic achievement though statistically significant was not very high.

Contractor (1977) found that educational attainment was functionally related positively to socioeconomic status and at the same time functionally related in negative direction to family size.

Salunke (1979) selected a sample from students at collegiate level and observed that socio-economic status was found unrelated to the academic achievement. Also, economic management was found related to academic achievement.

Khanna (1980) conducted a study at junior school level and found that, (i) Socio-economic level was positively and significantly related with academic achievement, (ii) The academic achievement of rural and urban students was closely related with their guardian's income, (iii) There was a positive and significant correlation between socio-economic level and academic achievement in the case of boys and girls students of rural and urban areas, (iv) The academic achievement of the children of educated parents, illiterate parents and educated mothers was significantly correlated with the socio-economic status of the family.

Rani (1980) drew the sample from the undergraduate engineering students belonging to five different institutions in India. The study brought out that
academic achievement of the scheduled caste students was significantly lower than those of non-scheduled caste students.

Aruna (1981) found that academic achievement of scheduled caste and scheduled tribe students was found to be significantly lower than that of general category population. Further, the academic achievement of scheduled caste and scheduled tribes students studying in rural schools was found inferior to that of their counterparts in urban schools.

Jain (1981) found that (i) the academic achievement of the pupils of urban areas was better than that of the pupils of the rural areas, (ii) There was no sex difference in the achievement in the subjects under study (iii) The socio-economic level of the parents had a great impact on the pupils' achievement in all the subjects. The pupils belonging to the upper socio-economic level achieved better than the pupils, whose parents belong to the middle socio-economic level followed by those who belong to the lower socio-economic level.

Prasad (1986) found that scheduled caste students of urban and rural schools were not found different from each other in their educational development. Also, urban students belonging to different socio-economic status groups had better academic achievement than rural students.

Mishra (1986) studied the influence of socio-economic status on academic achievement of higher secondary school students in rural and urban areas, and found that there was a positive relationship between socio-economic status and academic achievement of students.

Chakrabarti (1988) found that students from private schools secured better than Zila Parishad and Corporation Schools. And there was no significant difference in the academic achievement of the boys and girls.

Sarswat (1988) found that boys and girls, rural and urban students and science and arts students significantly differed in their academic achievement and occupational aspiration.
Sultana (1988) revealed that, (i) there was no significant difference in academic achievement of children studying arts subjects belonging to working and non-working mothers, (ii) There existed a significant difference in academic achievement of students studying natural science subjects belonging to working and non-working mothers.

Vaidya (1988) found that students of private schools performed better than those of the government schools.

Sethi (1989) found that school achievement of the children of the educated mothers were found to be better in comparison to the children of uneducated mothers.

Sundarman (1989) found that urban students' academic achievement was better than that of the rural students.

Nain (1990) reported that academic achievement and socio-economic level were positively correlated.

Veeraraghvan and Bhattacharja (1989) found that school achievement varied significantly in terms of the type of the schools with public schools and missionar\school having the highest achievement and government school showing the lowest achievement.

Samal (1990) reported that there was no significant difference between boys and girls with regard to the academic achievement. But, Shah (1990) observed that there was significant difference in academic achievement in favour of boys in both semi-urban and rural areas.

Vijay (1990) found significant difference in the educational achievement of male and female children of working and non-working mothers.

Indra (1991) found that (i) students belonging to different social classes differed in their academic achievement, (ii) Family size of students had its effect on academic achievement of the students.
Sahay (1991) found that the level of education, sex and caste have no independent effect on the development of scholastic achievement. Students with higher level of parental support achieved more than the students with lower level of parental support.

Panda (1991) reported that a number of demographic factors such as education of father, income, family size, and sex affect the academic achievements of the students.

Sood (1991) found that there was no significant relationship between academic achievement and socio-economic status. Also, there was no significant difference in the achievement of subjects at different level of socio-economic status i.e. high, average, and low).

Muthumanickan (1992) found that boys and girls do not differ in their achievement in the commerce. Sex was not found to be an influencing factor of achievement in commerce.

Rani (1992) observed that sex differences existed in academic achievement. Girls showed a non-significant difference between socio-economic status and academic achievement while this relationship was negative and significant for boys.

Srivastava (1992) in his study of socio-psychological characteristics of class 10th students of Navodaya Vidyalaya found no significant difference among boys and girls as regards their academic achievement.

Halpern and Bonnie (1994) observed sex differences in males' and females' academic interest and performance and found that parental authoritative behaviour, which is a composite of parental structure and autonomy support, directly influence males' high school achievement more than females' achievement.

Khayyer (1994) studied the relationship between academic achievement and some key demographic and familial factors. The results of the study showed that (i) the girls' academic achievement was significantly higher than the boys' academic
achievement, (ii) Neither mothers’ work patterns nor family size had significant effects on academic achievement.

Qudah (1994) observed statistically significant negative relationship between students' academic achievement and their fathers' and mothers' income, occupation and education. The influence of parents on students' educational aspiration was strong and was attributed to their families’ desire that they earn a better living than their parents.

Benno (1995) found that scheduled caste students grouped on the basis of their adjustment, gender, family type and family size do not differ in their academic achievement.

Paulson and Sharon (1996) found that maternal employment did not influence adolescent achievement.

Minnalkodi (1997) reported that (i) there was a significant difference between boys and girls in their academic achievement, (ii) Rural and urban students do not differ in their academic achievement (iii) As regard the educational levels of parents, children belonging to differing educational levels differed significantly in their achievement.

Rajshree (1997) and Singh (1999) found that socio-economic level of students was positively related to the academic achievement of the students.

Guerrero (2000) observed that parental socio-economic status is a better predictor of academic performance than parental educational level. This study confirms that students' academic performance is influenced by many complex factors and that a few simple academic or demographic (ethnicity, parental education) variables alone cannot explain or predict academic performance.

Borbora (2001) studied the influence of parental literacy on the academic achievement of the children belonging to the backward classes and found that children of literate parents show better academic achievement than the children of illiterate parents.
Shalabi (2001) pointed out the importance of cultural identification in the well-being and success of Arab American students. Successful acculturation that allows Arab American students to freely function in the mainstream society and at the same time feel comfortable to preserve their culture and heritage helps more accomplishment in academics as well as all other functions of life.

Sharma (2001) reported that students studying in Navodaya Vidyalayas have significantly higher academic achievement than the students studying in government schools. He further, observed that (i) the three groups of the students belonging to other backward classes, scheduled caste and general category differ significantly in their academic achievement, (ii) The students belonging to scheduled caste category exhibit higher level of academic achievement as compare to the students belonging to other backward classes, (iii) The students belonging to general category exhibit higher level of academic achievement as compared to the students belonging to the other backward classes.

Brown and Denise (2003) found that there is an achievement gap between white and black students of non-public and private schools measured by their performance on the mathematics exam. Also black students are performing better in non-public schools than their counterparts in public schools.

Sarita (2003) found out that the academic achievement of boys and girls were significantly different. This showed that the adolescent children of working mothers and girls were academically better than those of non-working mothers and boys.

Shikakura (2003) found that the female-male differences in educational attainments and value patterns of higher educational participation in Japan are wider than in the other industrialized countries. The private girls' school emphasizing traditional feminine values manifested more straightforward gender-role socialization than the other types of school. The public co-educational school showed gender-neutral school life overall, but he also found anecdotal evidences of gender-stereotyping remarks by some teachers.
From the foregoing discussion, it is evident that although the impact of diversities was studied on various cognitive and non-cognitive variables but these studies were conducted in piece meal manner. Hence, there is a need to study the impact of socio-economic diversities on the level of aspiration, value pattern and academic achievement of students.

1.5 THE PROBLEM

The complex global scenario calls for the creation of a social structure in which each group has an access to opportunity, right to self-expression and right to retain and develop one's own culture and institutions. Multiculturalism becomes an alternative ideology to combat the growing menace of terrorism, religious dogma, ethnicity and other such divisive forces. A multicultural social structure would foster better social tolerance towards minorities, make them more visible and thereby ease ethnic and religious tensions and conflicts. Multiculturalism is a process, which involves rejection as well as acceptance and the exercise of imaginative reason.

From time immemorial, India has been the land of diversities. The man is an individual having his own philosophy, value pattern, thinking process and understanding. The world has given him different cultures, castes, races, colours, tribes, different religions, regions and languages. It has bound the man to some extent but at the same time segregated to a great extent. The regional and religious diversities, along with the plurality of its ethnic and linguistic identities lend colour to everyday life in India. It has drawn its strength from this diversity.

After independence, efforts have been made to integrate man's of these diverse elements into the main stream. Unfortunately, over a past few decades the strength of diversity has been misused to create a division, conflicts, dissensions and intolerance. It is resulting in violent communal riots from time to time at different places such as Punjab, Jammu & Kashmir, West Bengal, Bihar, and Utter Pradesh and also in many of the North-Eastern states. It has shaken the National ethos (and pride) of "unity-despite-diversity". It may cause our co-existence, tolerance and
non-violence to become a myth of the past. Therefore, it is the burning question of the very present time that, "how to make it a reality of the present and actuality of the future". One and the only answer lies within the contexts of education of the young and re-education of the adults. When we seek to address the issues confronting us, the cogent and concrete approach seems to be education, re-education and re-definition of the values at the individual and National levels.

Diversity related problems are becoming more prominent in schools, colleges and university campuses. Owing to the vast diversities in the society, the students come to the school with different types of pre-occupations and prejudices, which they have learned in their families. The students find diversity more threatening and cause of different types of conflicts and campus unrest. The perception of parents and teachers is not very different from students. For teacher, it is difficult to make his/her class a social group, where students are bond together with certain social relationships. Instances of intolerance and disrespect challenge the very purpose of the existence of the educational community, which is to help students to live and work together for a common goal.

The diversities have a great influence on the educational gains of the students. The students of different groups (i.e. different castes, regions, gender, streams, institutions, colours, etc.) are affected differently and to the different extents. If they are taught by one method, the gains, they have attained are at different level due to their diverse nature. Researchers in India and abroad have proved that diversity among students affect their cognitive and affective domains differently.

Level of aspiration and value pattern are the important constituents of the personality of an individual. Level of aspiration is the only characteristic in human life that can trigger the will to work. It is a striving force which leads to planned efforts and attainments. In order to handle the challenges of life, aspiration can prove to be the major benefactor on good Jiving. Values are guiding principles, which are conducive to one's physical, social, and mental health and which enable us to make notable adjustment with our environment. In fact, values are beliefs upon
which man acts by preference. Realizing the importance of level of aspiration and value pattern in the life, it becomes essential to study the extent of level of aspiration and value pattern among the diverse groups of students studying in schools.

From the discussion of related literature it becomes clear that although the impact of diversities was studied on various cognitive and non-cognitive variables, but these studies were conducted in piece-meals. It has been observed that in addition to socio-cultural, economic and geographical diversities, there is heterogeneity in aspirations and personal ideologies of the students. Hence, it becomes important to identify the nature and extent of diversities existing in the educational institutions as well as to study the impact of these diversities on the level of aspiration, value pattern and academic achievement of students to draw positive values of diversities in order to build a prosperous, harmonious and humanitarian society.

1.6 STATEMENT OF THE PROBLEM

"Impact of Socio-Economic Diversities on Level of Aspiration, Value Pattern and Academic Achievement of Senior Secondary School Students".
1.7 IMPORTANCE OF THE STUDY

Let us walk together on this path.
Together, let us speak a common tongue of understanding.
Let us be of one mind, respecting each other.
Equal in our purpose. Doing good of one and all.
United in our goals i.e. Self- realization,
Our feelings harmonious, Broadminded,
Let us pledge to be one heart, Loving,
All of us.

Rigveda

In the context of explosion of knowledge, education has to be dynamic where excellence implies highest standards in all walks of life. An intensive movement for reform should be built up within the system itself. Since, diversity' is a visible sign of social mobility, it has to be made strength of the society. Students' strength is a potent and constructive force for nation building. The latent energies of the students need to be channelized in a creative pursuit to bring about commitment to self and societies irrespective of their caste, colour, race, ethnicity, and socio-economic status. Education is to be made more meaningful by including moral and spiritual values to shape stronger, compassionate and tolerant human beings.

One of the major aims of education is the all round development of the child. But in the present formal system of the education, this aim has centered around the development of the academic talents of the child, and the educational institutions are trying their best to uplift it through different measures, like holding tests, extra coaching during and after school hours, recruitment of well qualified teachers etc. Many researchers, Indian and abroad, have tried to locate the various factors, who apart from the academic treatment given within educational institutions influence the personality of the child to a great extent. Since level of aspiration and value pattern are the important constituents of the personality of an individual and have important contributions towards the academic achievement of the individual. Thus, the study of socio-economic diversities will be of utmost theoretical and practical importance in developing curricula and designing educational programmes to suit the need of the children with varied backgrounds.
In the present study, humble attempt has been made to study the impact of socio-economic diversities on the level of aspiration, value pattern, academic achievement of senior secondary school students. The study assures a big treasure of knowledge for the teachers, counselors and for the research scholars of education, psychology, and sociology. On the basis of the findings of the present study, suggestions will be made for parents, teachers, educational planners and guidance workers for utilizing the diversities for the healthy development of individuals’ personality and enhancing their educational/academic performance.

Further, the study of socio-economic diversities assume special significance in view of its implications in further curriculum planning at school and other levels of education. The results of the present study may help the research scholars, psychologists and education planners to reconstruct the education system, teaching methodologies and to redefine the value system. The implications and applications of the results and generalizations of the present study in the educational institutions will certainly benefit the masses by creating the "Men of World", the "Men of Nation" and the "Men of Unity in Diversities".

1.8 OBJECTIVES OF THE STUDY

The present study was undertaken with the focus on the following objectives:

1. To study the difference in the level of aspiration of the students coming from rural and urban areas with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

2. To study the difference in the level of aspiration of male and female students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

3. To study the interactional effect of area of residence and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).
4. To study the difference in level of aspiration of students coming from nuclear families and joint families with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

5. To study the interactional effect of family type and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

6. To study the difference in the level of aspiration of students studying in different types of schools with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

7. To study the interactional effect of type of school and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

8. To study the difference in the level of aspiration of students at different levels of their maternal education with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

9. To study the interactional effect of maternal education and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

10. To study the difference in the level of aspiration of students at different levels of their paternal education with respect to:
    i. Goal Discrepancy Scores (GDS).
    ii. Attainment Discrepancy Scores (ADS).
    iii. Number of Times the Goal Reach Scores (NTRS).
11. To study the interactional effect of paternal education and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

12. To study the difference in the level of aspiration of students at different levels of their maternal occupation with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

13. To study the interactional effects of maternal occupation and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

14. To study the difference in the level of aspiration of students at different levels of their paternal occupation with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

15. To study the interactional effect of paternal occupation and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

16. To study the difference in the level of aspiration of students belonging to different social categories i.e. general, scheduled caste, scheduled tribe, and other backward classes with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

17. To study the interactional effect of social category and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).
18. To study the difference in the level of aspiration of students studying in different streams of education with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS),

19. To study the interactional effect of stream of education and sex on the level of aspiration of students with respect to:
   i. Goal Discrepancy Scores (GDS).
   ii. Attainment Discrepancy Scores (ADS).
   iii. Number of Times the Goal Reach Scores (NTRS).

20. To study the difference in the value pattern of students coming from rural and urban areas with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

21. To study the difference in the value pattern of male and female students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

22. To study the interactional effect of area of residence and sex on the value pattern of students with regard to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

23. To study the difference in the value pattern of students coming from nuclear families and joint families with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values.
   iv. Religious values.

24. To study the interactional effects of family type and sex on the value pattern of students with regard to:
   i. Political values,
   ii. Economic Values.
   iii. Social Values,
   iv. Religious values.
25. To study the difference in the value pattern of students studying in different type of schools with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

26. To study the interactional effect of type of school and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values.
   iv. Religious values.

27. To study the difference in the value pattern of students at different levels of their maternal education with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

28. To study the interactional effect of maternal education and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

29. To study the difference in the value pattern of students at different levels of their paternal education with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

30. To study the interactional effect of paternal education and sex on the value pattern of students with regard to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.
31. To study the difference in the value pattern of students at different levels of their maternal occupation with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

32. To study the interactional effect of maternal occupation and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

33. To study the difference in the value pattern of students at different levels of their paternal occupation with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

34. To study the interactional effect of paternal occupation and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

35. To study the difference in the value pattern of students belonging to different social categories i.e. general, scheduled caste, scheduled tribe, and other backward classes with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

36. To study the interactional effect of social category and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.
37. To study the difference in the value pattern of the students studying in different streams of education with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

38. To study the interactional effect of stream of education and sex on the value pattern of students with respect to:
   i. Political values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious values.

39. To study the difference in the academic achievement of students coming from rural and urban areas.

40. To study the difference in the academic achievement of the male and female students.

41. To study the interactional effect of area of residence and sex on the academic achievement of students.

42. To study the difference in the academic achievement of students coming from nuclear families and joint families.

43. To study the interactional effect of the family type and sex on the academic achievement of the students.

44. To study the difference in the academic achievement of students studying in different types of schools.

45. To study the interactional effect of type of school and sex on the academic achievement of students.

46. To study the difference in the academic achievement of students at different levels of their maternal education.

47. To study the interactional effect of maternal education and sex on the academic achievement of students.

48. To study the difference in the academic achievement of students at different levels of their paternal education.

49. To study the interactional effect of paternal education and sex on the academic achievement of students.
50. To study the difference in the academic achievement of students at different levels of their maternal occupation.

51. To study the interactional effect of maternal occupation and sex on the academic achievement of students.

52. To study the difference in the academic achievement of students at different levels of their paternal occupation.

53. To study the interactional effect of paternal occupation and sex on the academic achievement of students.

54. To study the difference in the academic achievement of students belonging to different social categories i.e. general, scheduled caste, scheduled tribe, and other backward classes.

55. To study the interactional effect of social category and sex on the academic achievement of students.

56. To study the difference in the academic achievement of students studying in different streams of education i.e. Medical, Non-medical, Arts and Commerce.

57. To study the interactional effect of stream of education and sex on the academic achievement of students.

1.9 HYPOTHESES

1. Students coming from rural and urban areas do not differ significantly in their level of aspiration with regard to:
   i. Goal Discrepancy scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

2. Male and female students do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

3. Area of residence and sex do not interact significantly in terms of level of aspiration of students with respect to:
   i. Goal Discrepancy scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.
4. Students coming from nuclear families and joint families do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

5. Family type and sex do not interact significantly in terms of level of aspiration of students with respect to:
   i. Goal Discrepancy scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

6. There is no significant difference in the level of aspiration of students studying in different types of schools with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

7. Type of school and sex do not interact significantly in terms of level of aspiration of students with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

8. Students with different levels of their maternal education do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy Scores,
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

9. Maternal education and sex do not interact significantly in terms of the level of aspiration of students with respect to;
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

10. Students with different levels of their paternal education do not differ significantly in their level of aspiration with respect to:
    i. Goal Discrepancy Scores.
    ii. Attainment Discrepancy Scores.
    iii. Number of Times the Goal Reach Scores.

11. Paternal education and sex do not interact significantly in terms of level of aspiration of students with respect to;
    i. Goal Discrepancy Scores.
    ii. Attainment Discrepancy Scores.
    iii. Number of Times the Goal Reach Scores.
12. Students with different levels of their maternal occupation do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

13. Maternal occupation and sex do not interact significantly in terms of level of aspiration of students with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

14. Students with different levels of their paternal occupation do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

15. Paternal occupation and sex do not interact significantly in terms of level of aspiration of students with respect to:
    i. Goal Discrepancy Scores.
    ii. Attainment Discrepancy Scores.
    iii. Number of Times the Goal Reach Scores.

16. Students belonging to different social categories do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

17. Social category and sex do not interact significantly in terms of level of aspiration of students with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

18. Students studying in different streams of education do not differ significantly in their level of aspiration with respect to:
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.
19. Stream of education and sex do not interact significantly in terms of level of aspiration of students with respect to;
   i. Goal Discrepancy Scores.
   ii. Attainment Discrepancy Scores.
   iii. Number of Times the Goal Reach Scores.

20. Students coming from rural and urban areas do not differ significantly in their value pattern with regard to;
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

21. Male and female students do not differ significantly in their value pattern with respect to;
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

22. Area of residence and sex do not interact significantly in terms of value pattern of students with respect to;
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

23. Students coming from nuclear families and joint families do not differ significantly in their value pattern with respect to;
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

24. Family type and sex do not interact significantly in terms of value pattern of students with respect to;
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.
25. Students studying in different types of schools do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

26. Type of school and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

27. Students with different levels of their maternal education do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

28. Maternal education and sex do not interact significantly in terms of the value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

29. Students with different levels of their paternal education do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

30. Paternal education and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.
31. Students with different levels of their maternal occupation do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values.
   iv. Religious Values.

32. Maternal occupation and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

33. Students with different levels of their paternal occupation do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

34. Paternal occupation and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

35. Students belonging to different social categories do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.

36. Social category and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values.
   ii. Economic Values,
   iii. Social Values,
   iv. Religious Values.
37. Students studying in different streams of education do not differ significantly in their value pattern with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values.
   iv. Religious Values.

38. Stream of education and sex do not interact significantly in terms of value pattern of students with respect to:
   i. Political Values,
   ii. Economic Values,
   iii. Social Values.
   iv. Religious Values.

39. Students coming from rural and urban areas do not differ significantly in their academic achievement.

40. Male and female students do not differ significantly in their academic achievement.

41. Area of residence and sex do not interact significantly with respect to the academic achievement of students.

42. Students coming from nuclear families and joint families do not differ significantly in their academic achievement.

43. Family type and sex do not interact significantly with respect to the academic achievement of students.

44. Students studying in different types of schools do not differ significantly in their academic achievement.

45. Type of school and sex do not interact significantly with regard to the academic achievement of students.

46. Students with different levels of their maternal education do not differ significantly in their academic achievement.

47. Maternal education and sex do not interact significantly with respect to the academic achievement of students.

48. Students with different levels of their paternal education do not differ significantly in their academic achievement.

49. Paternal education and sex do not interact significantly with regard to the academic achievement of students.
50. Students with different levels of their maternal occupation do not differ significantly in their academic achievement.

51. Maternal occupation and sex do not interact significantly with regard to the academic achievement of students.

52. Students with different levels of their paternal occupation do not differ significantly in their academic achievement.

53. Paternal occupation and sex do not interact significantly in terms of the academic achievement of students.

54. Students belonging to different social categories do not differ significantly in their academic achievement.

55. Social category and sex do not interact significantly in terms of the academic achievement of students.

56. Students studying in different streams of education do not differ significantly in their academic achievement.

57. Stream of education and sex do no interact significantly in terms of the academic achievement of students.

1.10 DELIMITATION OF THE STUDY

The delimitation becomes an essential part of any study in research work, because of the field of investigation is varied and limitless. Research is a life long process. The scope of the problem in hand is vast. So, it is necessary to delimit its scope. Therefore, the present study was delimited to the following:

1. The study was confined to the impact of socio-economic diversities namely, area, sex, family type, type of school, parental (maternal and paternal) education and occupation, social category (general, scheduled castes, scheduled tribe and other backward classes) and different streams of education (Medical, Non-medical, Arts, and Commerce), on the level of aspiration, value pattern and academic achievement of students.

2. Out of the twelve district of the Himachal Pradesh, five districts namely: Bilaspur, Hamirpur, Kinnaur, Mandi, and Shimla were selected for the study.
3. The study is further delimited to the 10+2 class students studying in senior secondary schools of Himachal Pradesh.

1.11 OPERATIONAL DEFINITIONS OF THE KEY TERMS

**Socio-Economic Diversities:** Socio-economic diversities refer to the different groups within a society, which describes the social and economic status of the whole society or some social groups. In the present study the major socio-economic diversities existing in educational institutions under consideration are:

_Area of Residence_, which consists of rural and urban areas. Rural areas are those which come under the jurisdiction of Gram Panchayats. Urban areas are those which come under the jurisdiction of Notified Area Committees. Municipal Committees and Municipal Corporations.

_Family Type_ includes nuclear family and joint family. Nuclear family consists of husband, wife and unmarried children. Joint family consists of a few more kins than the nuclear family i.e. grandfather, father, children (both married and unmarried) and more.

_Types of Schools_ include government schools, public schools and _Navodaya_ vidyalayas. Government schools are those schools, which are funded and run by the government. Public schools are those, which are established and funded by the private bodies and non-governmental organizations. _Navodaya_ _vidyalayas_ are the pace setting schools which are initiated by the government as a result of the implementation of National Policy on Education (1986) to provide rural and less privileged children access to public schools.

_Parental Education_ means educational level of father as well as mother. Four levels of education set were illiterate, primary, matric and higher (more than matric). Maternal education is the educational level of the mothers of the students. Paternal education is the level of education of fathers of the students.
Parental Occupation means occupation pursued by father as well as mother. Maternal occupation is the occupation pursued by the mothers of the students. Paternal occupation is the occupation pursued by the fathers of the students.

Social Category defines the four major categories viz. general category, scheduled caste category, scheduled tribe category and other backward classes, which have been classified in the Constitution of India according to their socio-economic status and social and educational backwardness.

Stream of Education means the type of courses undertaken by the students. There are four streams of education namely medical, non-medical, arts and commerce, generally undertaken by the students.

Level of Aspiration: It refers to the standard used by the individual in setting his significant goals. In the present study the level of performance to which one aspires for, was measured by the 'test of level of aspiration' by Shah and Bhargava (1970), by using its (1) Goal discrepancy scores (GDS), (2) Attainment discrepancy score (ADS) and (3) Number of times the goal reach score (NTRS).

Value Pattern: Values are principles, which guide man's desires and feelings, resulting in a choice of appropriate actions. These are beliefs upon which man acts by preferences. In this study value pattern is the score on the 'Value Pattern Test" developed by the investigator himself.

Academic Achievement: It is the aggregate score obtained by the students. In the present study the academic achievement of students was assessed by taking the scores obtained by them in 10+1 class.