

**ATTITUDE OF SCHEDULED CASTE AND SCHEDULED TRIBE
FAMILIES OF UTTARAKHAND TOWARDS EDUCATION IN
RELATION TO SPENDING PATTERN, SOCIO-ECONOMIC
STATUS AND ASPIRATION LEVEL**

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DECLARATION

I declare that the Ph.D. Thesis entitled “**Attitude of Scheduled Caste and Scheduled Tribe Families of Uttarakhand towards Education in Relation to Spending Pattern, Socio-Economic Status and Aspiration Level**” has been prepared by me under the guidance of Dr. Sushil Kumar Singh, Associate Professor, M. G. N. College of Education, Jalandhar, Punjab and co-guidance of Dr. Vijay Kumar, Associate Professor, School of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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ABSTRACT

The caste stratification forms the fundamental base of our Indian society. This stratification is decided by the birth of the person in particular family of a particular caste. Thus, consequentially a dichotomy of structure of society evolves dividing it into two sections, first being the privileged section by birth in upper caste families and the second the under privileged born in so called low caste families. Since independence, governments at centre and states have endeavoured to bridge the hiatus between them to ensure a just and equal society. This bears reflection in the plethora of multi-pronged social justice programmes and some important measures like reservation in educational institutions and government jobs, scholarships, incentives, etc. for the scheduled castes and the scheduled tribes. Many constitutional safeguards as well as legal provisions paved way for equality by enabling unprivileged caste to step up the socio-economic ladder. Though these constitutional safeguards and protections as well as better educational and economic facilities motivated the scheduled castes and scheduled tribes yet the inequality based of caste class hierarchy prevails in our Indian society. In present context, education serves as a premise for development. The purpose of education is not just to capacitate humans to become money making machines. Its real aim is to bring about fundamental positive changes in the society laying its foundations on ethically sound moral value system. It is an evident fact that without the motivation of parents any efforts to get impart education shall remain redundant. Parental attitude is a yardstick or an index of parental involvement. Positive attitude of the parents may be beneficial for their children in many cases and may be reflected in improvement in children class performance, creating interest among children to learn, and higher achievement scores in reading and writing. Children are influenced by their parents' attitudes and beliefs, so they are only benefited if their parents have a positive approach towards education. Parents' positive attitude towards education and their involvement in the school life are closely associated with parental educational aspiration. This parental aspiration acts as the most important influence on children. Parental aspirations act as both providers of experiences for their children and interpreters of children's everyday reality. Parents, who have educational aspirations for their children, usually view financial support as their responsibility and have been observed supporting their children financially. Parents have primary influence on importance of their child's education. If children do not have the economic support of parents they will not adopt the necessary drive to become well educated. Earlier researches showed the importance of understanding children aspirations level with respect to parental socio-economic status but now parental aspiration appears to be an overlooked variable. A number of studies have addressed the issue of parental aspiration and parental attitude towards children education and hold varying opinions yet the issue requires further exploration. Therefore, we further investigate how family economic resources, socio-economic background and way of utilizing these resources impact aspiration level of children as well their parents to elevate the scheduled families in the socio-cultural and economic hierarchy. In the present study, empirical primary data was collected using quota sampling technique. The division of sample was based on the scheduled caste and scheduled tribe population of districts. In the first stage, six districts were selected out of thirteen districts of Uttarakhand state using random sampling technique. After that for the selection of scheduled caste and scheduled tribe families

quota sampling technique has been used. Sample size consists of 600 families out of which 462 families from scheduled caste and 138 families from scheduled tribe. Attitude Scale towards Education by Chopra (2006) was used to measure scheduled families attitude towards education; Socio Economic Status Scale by Bharadwaj (2001) was used to measure scheduled families socio-economic status; Level of Aspiration Measure by Bhargava (2008) was used to measure children aspiration level and scales constructed by researcher was used to measure parental aspiration and spending pattern of scheduled families. Keeping in view the different objectives of the study, the obtained data was analyzed using different statistical techniques. In order to know the nature of data, the measure of central tendency and dispersion like Mean, percentage, S.D., two way ANOVA, Pearson Product Moment Coefficient of Correlation and Multiple Coefficient of Correlation were used. The major findings of the study revealed that the scheduled caste and scheduled tribe families have shown moderately favourable attitude towards education; the scheduled caste and scheduled tribe families have exhibited moderate spending pattern; the domain wise spending pattern of scheduled families indicates highest inclination towards educational expenses followed by household expenses, saving & health expenses and travelling & entertainment expenses; the domain wise spending pattern of scheduled caste families indicates highest priority to household expenses followed by educational expenses, saving & health expenses and travelling & entertainment expenses; the domain wise spending pattern of scheduled tribe families indicates highest priority to educational expenses followed by saving & health expenses, household expenses and travelling & entertainment expenses; the majority of scheduled families belong to low socio-economic status. However, no families from the data reported their socio-economic status in middle, upper middle and upper socio-economic status brackets; the scheduled caste and scheduled tribe families have shown moderate to high parental aspiration for education of their children; the scheduled caste and scheduled tribe families do not differ in their attitude towards education. In other words, scheduled families do not influence attitude towards; the scheduled families having low, moderate and high spending pattern do not differ in their attitude towards education; the spending pattern and scheduled families together have no remarkable influence on attitude towards education among families; the low socio-economic status families and upper low socio-economic status families do not differ in their attitude towards education; the socio-economic status and scheduled families together have no remarkable influence on attitude towards education among scheduled families; the parental aspiration do not influence attitude towards education among scheduled caste families; The scheduled families having moderate and high parental aspiration do not differ in their attitude towards education of their children; the parental aspiration and scheduled families together have no influence on attitude towards education among scheduled families; the nuclear and joint scheduled families do not differ in the parental aspiration for their children education; the type of family and scheduled families together have no remarkable influence on parental aspiration of scheduled families; there exists no significant relationship between parental aspiration and children's aspiration level from scheduled families in terms of goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores; there exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among scheduled families In keeping with the

findings of the study it is recommended that since, the attitude of the of scheduled families towards education was found moderately favourable therefore, despite the government's endeavors to provide education for all, there still exists further concerted efforts. It was observed that the socio-economic status of the scheduled families was poor. Thus, to improve the socio-economic status of scheduled families' government should introduce better employment opportunities and income generation plans. The present study observed that there is no relationship between parental aspiration and aspiration level of scheduled families. Therefore, these results imply the need to organize workshops, seminars and symposium to enhance parental aspiration as well as to enhance the aspiration level of children the special efforts in the form of remedial teaching or force group teaching shall be provided to children for improving the aspiration level for good career. It is also recommended that parents should provide healthy home environment to their children to help them achieve their career goals. Parents should also try to join seminars, symposium and workshops along with their children to increase their aspiration level. The results of present study provide policy makers and decision makers with ground level realities and empirical information on socio economic status and spending pattern of scheduled families. This information may form important resource base for experts and researchers interested to study spending pattern as well as social and economic issues of scheduled caste and scheduled tribes of the Uttarakhand.

KEYWORDS: Attitude towards Education, Spending Pattern, Socio-Economic Status, Parental Aspiration, Aspiration Level, Scheduled Caste & Scheduled Tribe, Uttarakhand.

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CHAPTER I

THEORETICAL ORIENTATION OF THE PROBLEM

Indian society is fundamentally based on caste system. Caste of a person is identified totally with family in which he or she is born. Caste system is one of the most discriminatory classifications of the society that wholly depends on birth of the individual rather than one's talent, ability or achievements. Ironically, it is this caste system that has been decisive of the life and destiny outcomes of billions of people of India for the last two thousand years. This theoretical form of difference ascertains prerogatives and prospects of an individual in a society. It is also noteworthy that the Indian caste and class systems not only co-exist but even converges too often. Evidently, benefits and burdens of a person from Hindu family walk along caste lines. Consequently, the Indian caste system led to emergence of a bifurcated society with one group as the privileged group born in the so called 'upper caste' while the other as the underprivileged group born in the so called 'lower caste'. The lower castes often have constrained access to good education facilities and remain confined to low paid manual work. Paradoxically, the so called upper castes with their dominant position in the society capacitate themselves with educational benefits as well as financial power.

Since independence, governments at the centre and states have been endeavouring to build a just and equitable society and bridge the hiatus of caste and class based hierarchy. These efforts get reflected in multi-pronged social justice programmes and some important measures like reservation in educational institutions and governments jobs, scholarships, incentives, etc. targeting the scheduled castes and the scheduled tribes. Many constitutional safe guards as well as legal provisions have paved way for equality enabling underprivileged caste sections to step up the socio economic ladder. These steps are still playing instrumental role in the transformation of the society as they help and support the scheduled castes and the scheduled tribes to be the important part of the story of developing and rising India. Uplaonkar (1982) stressed that the administration was making incessant efforts to endow the underprivileged class with various prospects to enable them to make use of the benefits. The scheduled castes and the scheduled tribes have been identified as the two most deprived groups of the Indian society. Scheduled

castes generally represent those communities who were traditionally placed at the foot of the Indian caste system and who had been suffering from the stigma of untouchability. Under the British rule these castes were classified as depressed classes.

The term scheduled castes was initially used in the government of India Act, 1935, to refer to such castes, races, or tribes which relate with those groups of persons officially known as the dejected classes (Satyanarayan, 1984). Since, independence the scheduled castes include all those castes, tribes or races that have been included in the VIII scheduled of the Article 341 of the Constitution of India. The first list of the scheduled castes was issued in 1950. Over the years, there have been several amendments to the list. In India, total populace of the scheduled castes was 20.13 crores. 17% of the total population of our nation is made up of scheduled castes (Census, 2011). One out of every six persons in India belongs to one or the other scheduled castes. The population of scheduled castes, unlike scheduled tribes, is interspersed with the general population in all the states and the union territories, however, the states of erstwhile Bihar, erstwhile Uttar Pradesh, West Bengal and Tamil Nadu are the hub for these classes where more than half of the scheduled castes population resides.

There are striking variations at the state and regional levels based on these proportions. Punjab is at the apex with 31.9% among the states larger in area, (excluding the North Eastern side, where the intensity of tribal strength is more). Gujarat is at the foot with lowest proportion of 6.7% of scheduled castes (Census, 2011). From a sociological perspective, the most noteworthy existing truth concerning the scheduled castes is their emerging political declaration and individuality formation as 'Dalit'. As highlighted by Beteille (2001) it is not simple to shape a particular firm and rigid opinion of the status of the scheduled castes for the reason that the provincial variety is too immense and the equilibrium between stability and transformation is very indecisive. However, history shows that the social state of the scheduled castes was dominated and ruled powerfully by the conventional hostility of cleanliness and contamination. In the traditional Indian society, the scheduled castes were denied any access to education or the means of production. In 1850, for the first time the Britishers officially opened educational bodies for the underprivileged classes. However, under the British rule, education was confined to urban areas and was not meant for all, and was available only

to a few. Scheduled castes, which mostly lived in rural areas, had no access to educational facility. Moreover, there was lot of inequity for the scheduled castes in educational establishments, and only a few were able to get the advantage through the available educational facilities under the Britishers.

A society, which has a name endogamous in nature, lives in a public terrain, is known as tribe. Tribal has a shared conventional customs without any manuscript, is structurally and culturally distinct, moderately homogenous, mainly autonomous with no specialty of function and pervasively self-reliant and has a realization of cultural uniqueness and togetherness (Majumdar & Madan, 1992). Specific tribal societies are selected as scheduled tribes in accord with terms of the Article 342 of the Constitution of India. Scheduled tribes reside in various regions of the country. Desai (1969) explained that taxonomy of the tribes according to the diverse levels of cultural development gave comprehensive idea of the disparity. The first classification is the “purest of pure” scheduled tribes. Struggles of the moderately secluded scheduled tribe populations are different in attribute and thus require variety of resolutions; the second classification includes those who are in touch with plains; the third classification is the major sector in atypical level of evolution.

India has the definite leading tribal population in the world compared to any other nation with a populace of 104 crores, comprising 8.6% of the total population of the nation (Census, 2011). It represents an overriding majority in Mizoram, Lakshadweep, Nagaland and Meghalaya. Though the tribal have predominance in these states and union territories, they make up only a small percentage of the entire tribal population of India. On the contrary, the states of Madhya Pradesh, Orissa, Bihar, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh and West Bengal account for 83% of the entire tribal populace, even though the non-tribal comprise the high proportion of the population in these states (Encyclopaedia of Indian Education, 2004). The tribes scattered all over the nation vary from each other in racial character, social association and cultural model, etc. Maximum tribal societies have their personal language and are without manuscript. One of the unique characteristics of the tribal is majority of them reside in dotted habitations situated in interior, distant and unapproachable, mountainous and wooded regions of the nation. Tribals’ own a rich cultural heritage of art, music and dance, etc. They have a

large number of social and religious festivals. The process of socialization of children in a tribal society is smooth and tension free. The tribal children are more free and indulgent with hardly any restrictions on their behaviour and freedom.

The state of Uttarakhand is margined by Nepal on the east, Tibet on the north, Himachal Pradesh on the west and Uttar Pradesh on the south. The state's topographical region is around 53,483 sq. km with total number of 10.08 crore inhabitants in the state (Census, 2011). On the Ninth November, 2000 Uttarakhand was made out of Uttar Pradesh and was honoured a self-ruling state as the tenth Himalayan state and the twenty-seventh state of the Indian Union. Establishment of the state was a time honoured desire of the people of Garhwal and Kumaon as this would hike the rate of financial status and human progression. The state included 13 districts of undivided Uttar Pradesh. It is additionally divided into 49 sub-divisions and 95 developed blocks keeping in mind the end goal to ensure speedy human progression completely through effective administration. There are 15,638 colonized towns and 86 urban provinces in the state (Census, 2011). Uttarakhand is predominantly a hilly state with essentially 10% of its aggregate topographical region in the flatlands. Out of the thirteen districts, Haridwar, Udham Singh Nagar and a few sections of Dehradun and Nainital regions are in the flatlands, whilst alternate districts of the state are hilly. In addition, more than three-fourths (78%) of its population thrives on agriculture or mountain cultivation as mainstay (Aggarwal et al., 1995).

Like the other states of India, diverse types of communal disparities are prevalent in Uttarakhand which are evident in the shape of lopsided prospects and life's value for definite communal groupings. These communal groups comprise the scheduled castes and the scheduled tribes. The scheduled castes communities in Uttarakhand, like elsewhere in the nation, have endured a lot due to a deep-rooted process of bigotry and utilization since ages. Such discriminations are prevalent because initially hilly communities of Uttarakhand were dominated by upper castes society, in which the dalits were, demoted to the bottom most position in social hierarchical caste structure. To a great extent, related issues badly affect the tribal populace as well (though they comprise only 3% of the populace as related with 18% (Census, 2011) in the case of the scheduled castes) with the additional impediment that their communal seclusion is united with

material seclusion as well. Mohanty (2006) states that Uttarakhand's tribal populace is concentrated in the remote and wooded areas of Tarai and Bhabar and hilly areas of Pithoragarh, Chamoli, Uttarkashi districts and Jaunsar-Bhabar area of Dehradun district. Some are of Mongoloid origin leading nomadic or semi-nomadic life. However, these days, most of these people have opted for a settled life and are engaged in animal husbandry, cultivation, business and other professions. The total populace of Uttarakhand is 10,086,292. Out of these, 2,91,903 people are Scheduled Tribes which forms 3% of the entire populace of the state (Census, 2011). There are a total of five notified scheduled tribes in the state. These are: Tharu, Jaunsari, Buksa, Bhotia and Raji. Tharu is the biggest of the five scheduled tribes of Uttarakhand. They report 33.4% tribal inhabitants of the state, trailed by Jaunsari (32.5%), Buksa (18.3%) and Bhotia (14.2%). Raji is small in number while 1.35% tribal population is enumerated as unclassified (Census, 2011). The scheduled tribes in Uttarakhand mainly reside in rural areas with 93.8% rural and only 6.2% urban concentration of population. The Bhotias have the highest concentration of urban population followed by the Rajis. On the other hand, Buksa and Tharu primarily comprise of the rural residents therefore, the chief part of the tribal population dwells in the rural areas (Naswa, 2001).

1.1 EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES

Education is a continuous and a never ending process that initiates within a family where a child spends maximum period of life. The mother apart from nurturing educates her child by providing guidance, training and counselling in various fields. The child also learns socially accepted behaviour in the company of elders and friends inside and outside the four walls of a house. This informal education slowly trains children for the formal education. Durkheim (1956) states that education is to arouse and develop physical, intellectual and moral states. Lowis (1951) believed that education is a vital and unavoidable feature of any society, and a society devoid of education will lose all amassed information and standardised behaviour. Education in each age group is the inspiration for particular erudition, aptitudes and approaches which are imparted through various establishments, for instance schools have been intentionally created to meet the aforesaid target. Human resource has been recognised as indispensable constituent worldwide. With this objective, education is given paramount importance to accomplish

the aims and objectives. The Directive Principles of State Policy have also made specifications under Article 45 that the State shall endeavour to provide within a period of ten years from the commencement of this constitution, free and compulsory education for all children until they complete the age of fourteen years.

Education is one of the most important factors for the accomplishment of the autonomous system of control. Amartya Sen's capabilities approach advocates for urgent adherence to elementary education to foster the vision of developed India. The tribal children are entangled in an intergenerational cruel cycle of paucity, illiteracy and scarcity due to their conservative nature and thus secluded from the main life and other divisions of the civilization. Roy (2012) in his study opined that educational status in respect of scheduled castes and scheduled tribes is significantly lower as compared to others. Although the rate of literacy increased significantly, a greater illiteracy continued to exist in respect of scheduled castes and scheduled tribes as compared to that of non-scheduled caste and scheduled tribe. The educational status among social groups is found to be highly unequal in India, even after more than five decades of developmental struggle. The educational status in respect of scheduled castes and scheduled tribes vis-à-vis non-scheduled castes and scheduled tribes is far from satisfactory. In spite, of several programmes implemented towards provision of compulsory education, especially for scheduled castes and scheduled tribes the illiteracy rates continue to be quite significant among them. This unequal distribution of education among social groups has an adverse impact on the society such as unequal access to better job options, unequal earnings, incidence of poverty, health hazards and thereby resulting in powerlessness. The Millennium Development Goals cannot be achieved without educating these marginalized sections.

Education lays the foundation stone for a developing nation and acts as a touchstone to bring about holistic desirable positive changes in the society. To provide quality education to the masses, each citizen should be educated without any discrimination based on region, dialect, gender, caste, class and linguistic variations. After independence, though the nation established various educational institutions both at elementary and secondary level for universalization of education but failed to impact the number of dropouts from the school. To eradicate illiteracy from the roots, the

administration needs to check the dropout rate by providing quality education to all haves and have-nots. At the time of independence, education system of India typified gender, caste and structural discrimination with an aim to promise political, social and economic justice to all regardless of caste, gender and creed. The Constitution of India was framed in 1950. It was well imagined that to bring considerable changes in the nation, education and other allied sectors will play a primal role. It was intended that the secluded groups of the Indian populace i.e. scheduled castes, scheduled tribes and other deprived societies must be imparted prospect in education to build up significant opinion and self-fortitude and participate in the nation's advancement. The underprivileged class feels that learning is a gizmo for their emancipation from class discrimination and a gateway for monetary wellbeing of the society. The emphasis on worldwide edification has far-reaching positive results to open the ostensibly conservative societal organization by a method of opening the capability of societal mobility. Because of the policies to promote the educational development of scheduled populace, convertible progress has been made in the direction of improving access to education at various levels and in increasing the participation of these groups in education. Mukharjee and Verma (1987) in their study pointed out that there has been impressive change in the offer to scheduled castes and scheduled tribes' reservation and representation in government livelihood and instructive organizations. The reservation in administrative bodies has likewise guaranteed the scheduled castes and scheduled tribes, significant space in the official and choice making process. The effect of formal reservation approach in government divisions and casual governmental policy regarding minorities in society strategy in private part has prompted some change in the human improvement of scheduled castes and scheduled tribes. However, when contrasted with non-scheduled castes and scheduled tribes populace of the nation, the rate of change has been somewhat moderate. As a result, despite positive enhancements, the hiatus of inconsistencies in human advancement remains unabridged. Educational status of the scheduled castes has consistently improved compared to past both exclusively and comparatively to their non-scheduled populace. However, this gap continues not only between inter- privileged and the underprivileged groups but amongst the intra-underprivileged groups of scheduled castes.

Education has proved to be highly relevant not only from the career point of view, but also has become an important aspect of life. Gandhiji once said, “We must approach the poor with the mind of the poor. Approach the tribesman with the mind of the tribesman”. In the Gandhian method of welfare program, everything was based on local economy, local institutions and unwanted innovations were avoided and fundamental needs were concentrated upon. Nehru opined that the tribal people have diversity of cultures and are in various ways definitely not backward. There is no logic in attempting to devise them as a second rate replica of ourselves. Schemes for welfare, education, communication, medical relief are no doubt essential but one must always keep in mind that we do not mean to impede their manner of life, but facilitate them to live it. The tribal people should be guided and assisted to develop according to their genes, custom and conventions. He introduced Panchsheel policy for tribal development. Related to the other sectors of our society, the tribal population has the smallest human development catalogue. The rate (59%) of literate scheduled tribe is far less than the national rate of literacy, high dropout rates and low female literacy. The literacy rate of tribal male was 68.5% and female literacy rate was 49.4% (Census, 2011).

The Union and the State governments to promote tribal youth education have spent significant amount of funds, but its outcome remained nominal. The Commission for scheduled castes and scheduled tribes emphasizes that unless and until mistreatment among the tribal is opposed and eradicated through schooling, no improvement in tribal welfare will occur. For tribal, education is the base for overall expansion. It is, thus, evident that the rates of wastage and stagnation among the scheduled tribes are considerably higher than the other communities. Not only the tribal education is falling behind the common populace but also the scope and rate of learning has remained sluggish among the tribal. The explanation for this can be characterized on external, internal and socio-economic and psychological factors. The external restrictions are correlated with the inconvenience and complications at the level of strategy, arrangement, operation and management level. Internal limitations refer to struggles related to schooling system, substance, syllabus, medium of instruction, pedagogy, teacher-related problems, academic supervision and monitoring. The third set of struggle is related to societal, monetary and ethical backdrop of tribal and the psychosomatic troubles of the

first generation learners. Government intelligence specifies that there is no shortage of educational institutions, other amenities or scholarship for the functioning of tribal education plans. Largely tribal youth find these enticements unattractive, however, subsequently, the administration's vision to incorporate the tribal remains discontented and give rise to basic queries about the execution of such policies.

Unfortunately, there exists significant gender gap in literacy rate. The inhabitants of Uttarakhand were believed to be conventional in their thoughts and thus showed indifferent attitude towards open-minded education initiated in the period of the Britishers. Nevertheless, during British rule, like other states, the populace of Uttarakhand also contributed in the race and observed a considerable quantitative extension in its learning system to get a special place in the education movement of India. Considering the fact that education is continuously developing and is a never ending process, the Government of State is doing hard work to improve education system by concentrating on primary and secondary education. The values of higher education, professional and vocational courses are properly recognised in the present world by the pupils, their families and as a whole by the community, which is revealed in their performance and interests. Uttarakhand was one of the last Indian territories to come under the influence of the ruling Britishers and opened to the free-thinking initiated by the Britishers. However, Uttarakhand has repeatedly done hard work in the right direction to offer value education to all. Expectations of great looming years are apparent in view of certain major initiatives taken collectively by the administration of Uttarakhand and Indian administration. Gradually over few decades, literacy of the underprivileged groups of the state has improved.

Recent studies on the performance of education show a positive trend in the state of Uttarakhand with diminishing gender gap in literacy. Not only has this gap minimized but also the rate of improvement in female literacy supersedes that of male literacy. Thus, the gender gap further narrows down. Among the scheduled castes, 74.4% of the populace has been documented as well read. The literacy rate of male and female is 82.8% and 58.8% correspondingly recommends wider gender gap in literacy. Similarly, among the tribes, 73.9% of the populace has been documented as well read. The rate of male and female is 83.6% and 63.9% correspondingly recommends wider gender gap in

literacy (Census, 2011). It is observed that there are some particular regions of the state and districts where the tribal literacy rates are relatively low. The region situated in comparatively more rugged topography and adverse climatic conditions have recorded low literacy rates while the region having high literacy associated with comparatively high level of urbanization and high proportion in tertiary and secondary jobs (Premi, 2004).

1.1.1 EDUCATIONAL PROBLEMS OF SCHEDULED CASTES AND SCHEDULED TRIBES

The scheduled castes and scheduled tribes could not easily avail the benefits of education due to several impeding factors. Adult illiteracy, lack of school opportunities, poverty, social restrictions, educational outlook of the family and various non-educational aspects are to be considered against the background of educational performance of the underprivileged children. Ahhunawallia (1985) summarized that the main decisive aspects of the attainments of the children are parents' education, financial position and the family size. Panda (1982) observed that the home atmosphere and the uneducated parents badly hamper the achievements of the pupils. Likewise, Devi (1985) also suggested that home atmosphere creates great hindrance in the success of the scheduled castes children at school level.

The scheduled castes and scheduled tribes children in India jeopardized with various social discriminations including untouchability. It has to be observed how far the problem of untouchability has been addressed by education of scheduled caste and scheduled tribe children as till date no such researches have been made. The biased behaviour faced by the scheduled castes and scheduled tribes children in schools and colleges requires to be given due cognizance. Uplaonkar (1982) opined that only a small division of scheduled children was capable of taking advantage from education due to communal disabilities.

Slow progress among scheduled pupils has been one of the grave educational complications confronted by the Indian population. Such pupils mainly belong to illiterate and poverty stricken parents. Historically, poverty stricken and disadvantaged scheduled castes and scheduled tribes children have enrolled themselves in schools

following their age mates. The difference in the achievement of these pupils and those from privileged caste is noticeably increasing. Govinda (2002) in his study showed that because, chiefly, scheduled people belong to economically deprived sections, they are normally unable to provide education to their children as such families are mainly bothered to earn their living and survive in all conditions. Linguistic problem is another factor that impedes educational attainments of the scheduled children as most of the tribes speak their tribal languages with dialectical variations. As tribal languages are minority languages and are not much popular, the scheduled children have to learn the regional languages namely, Hindi (if the regional language is not Hindi) and English. In most cases, the regional language becomes the third or fourth language. This aggravates their comprehension and linguistic problems. The general picture at primary level is often one of mutual rapport between scheduled tribes students and their non-scheduled tribes teachers. However, the well-researched reality as quoted by Nambissan (2000) is that despite several policy documents and a constitutional provision (350A) recognizing that linguistic minorities should be educated in their mother tongue at primary level.

Teacher related the scheduled children also face problems, majority of them are unable to communicate with the teacher and this results in low attendance and high percentage of dropouts. In addition, non-tribal teachers have negative ethnic stereotypes of their tribal pupils, which are known from their response to a checklist of ethnic stereotypes administered on them. They also have low expectation of their tribal pupils' scholastic achievement. Teacher's expectation is a major variable in student's performance, which is often referred to as "Pygmalion Effect", if the teacher's expectation is low, the poor performance is sure. All these lead to cultural conflict in the classroom and create problems of learning. Teachers for scheduled castes and scheduled tribes children primarily belong to non-scheduled castes or non-tribal backgrounds. They are highly irregular in attending since they live outside the villages. This is a common feature in schools located in remote areas. There are reports of 'paper schools' which remain closed during the year and yet others for years on end especially in remote tribal areas. Jha and Jhingran (2002) study showed that teacher absenteeism was rampant in tribal areas. It was common for teachers to mark fictitious attendance of children.

Content of the textbook is not relevant to the tribal community. These textbooks contain ideas, concepts and themes alien to the tribal pupils. The textbooks, therefore, not only create problems in learning, but also create in tribal learners a negative attitude towards themselves and their culture. Jhingran (2000) stated that teaching-learning material, specifically blackboards, chalk, texts and other reading material, laboratory equipment, instructional aids are always in short supply or of poor quality. Kulkarni (2000) found that there is a widening disproportion between other castes and Dalits in terms of school completion on the contrary this disproportion is continuously narrowing down in some of the states such as Himachal Pradesh, Kerala and Tamil Nadu. Kumar et al. (2000) stated that few states have appreciably enhanced their presentation and were victorious in dipping the wastage and stagnation in schools, making significant development in their admission and contribution to curricular, co-curricular and extra-curricular school activities.

Socio-economic status of parents has a primal position in developing and stimulating the learning behaviour among children. (Chinnapan, 1987; Rao et al., 1997) discovered that there is an intimate association between parental socio-economic status and educational attainment. Aggarwal and Sibou (1994) reflected on the socio-economic backwardness of the scheduled castes and mentioned that the Constitution of India visualised unique methods to uplift their socio-economic status and level of education. Various policies and programmes have been framed and adopted by the central and state governments for their educational development. Tribes of India are generally poor and enjoy low socio-economic status. Miller (1968) suggested that there have been numerous methods such as scholarships, free uniforms, free manuscripts, free guidance and teaching, free stay arrangement and many more enticements in order to encourage scheduled children. The administration has launched the Sarva Shikshan Abhiyan to provide provisions, equal opportunities and excellence to the scheduled castes pupils of the nation.

Sizes of the family and birth order of the child are other factors related to educational problems of scheduled castes children. In the patriarchal societies such as India, the head of the family takes the decision on education of the child or his retention to do household work, to assist his elders in the household chores and for various

economic activities like, daily wage earning for livelihood of the whole family. Panda (2010) found that due to poor economic conditions of the families, education of a child is determined on his birth order that whether he will grant assistance in the household tasks or he will look after his younger brothers and sisters so that the parents can earn their living, which is their foremost concern compared to children's education. On the other hand, there are also studies which unveil the hard reality that if the elder child (according to the birth order) is well-read and believes in attending the school regularly, the education of the younger children will be better as they will get proper guidance in their learning process and will actively participate in the school activities.

Deprivation of opportunity for schooling is an added impediment in the education of children of these marginalized communities. The non-availability of schools in the same village is a major hurdle in education and lack of nearby schools in the rural areas has adverse affects on the education of the children especially on the girls' education of scheduled sector. In this, scenario parents' of girls take decisions for them according to their ease, so that the income of the family should not be affected by education of the child. As maximum tribal villages are dotted, it makes the students go far away from their homes to avail education. Unless schools are established within proximity area of the dwelling settlements, the percentage of tribal students attending school will not improve. Wankhede (2001) examined that scheduled castes continue to be backward in terms of the quantity and quality of education they receive. Their overall educational backwardness is attributed to poverty, lack of easy access to schools, discrimination in schools and practice of untouchability.

Lack of motivation and encouragement has influenced the education of the scheduled castes and scheduled tribes' children. Dave (1988) highlights various hurdles in the path for providing education to the children at school level. He mentions that, those students show poor performance in the school who do not get adequate time to study and comprehend due to household chores and social environment. He added that for the pupils, the predicament sometime aggravates due to various factors like addiction, illiteracy, poverty and conservative parents. Various researches suggest that for socially disadvantaged children, parental aspirations play a very important role. Parents' educational aspirations play a significant role in the achievements of children who belong

to socio-economically deprived locale as compared to their more fortunate equivalents. Kumar et al. (2000) observed that mid-day meals, free uniform, free books, scholarships for full attendance are extensively utilised by disadvantaged pupils, but there is want for pleasing communal contribution.

In both pre and post independence era, India has inherited an extended and affluent education system. Education of the minority communities has always been a sensitive issue. Under the influence of teachings of Lord Buddha, education was made accessible without discrimination to one and all who wished to have it. In the Mughal era, Muslims established Madarsas and Maktabas and promoted religious education and gave importance to Muslim students. However, with the advent of Britishers the education system was uplifted by providing equal opportunities to all the citizens including scheduled groups such as scheduled castes and scheduled tribes. Unluckily, researches about the education system of scheduled did not attract the interest of researchers as that of the non-scheduled. It is simply after independence that administration started taking great steps in the arena of the education of scheduled at different stages. In 1971, the Indian Council of Social Science Research (ICSSR) went on board on a national crusade to research the difficulties faced by scheduled castes and the scheduled tribes both at the elementary and the secondary stage. To cope with the massive change in all aspects of day to day life, the scheduled people need to be well educated. Education has proved to be highly relevant not only from the career point of view, but also as an important aspect of life. Despite of various paramount efforts made by the administration, vast number of scheduled castes and scheduled tribes pupils are still beyond the reach of educational supplies, defeating the motto, "education to all". In this situation, it is important to establish the pleasant as well as facilitating conditions, which are important to uplift the echelon of scheduled castes and scheduled tribes' education for developing an internal and unflinching desire to acquire education.

1.1.2 SOCIO-ECONOMIC STATUS OF SCHEDULED CASTES AND SCHEDULED TRIBES

Socio-economic status is a combined measurement of economic and social position for one and all in relation to others in the society. It has a profound role in

determining one's accessibility to the common resources, livelihood pattern, household, food and nutritional security, etc. It also guides the psychological and behavioural components of a person as knowledge, attitude, perception, adoption, change-proneness, level of aspiration, risk bearing ability, economic motivation etc. There are a lot of social and economic variables which cumulatively define socio-economic status. Indian culture is profoundly stratified, with numerous glaring imbalances among various social gathering. The most exceedingly and badly situated among them are the scheduled castes and scheduled tribes (Cattell, 1942). In Indian social context, position is still the most persuasive element in deciding a person's pride as far as financial markers are considered. The Constitution of India is advanced with a few procurements for scheduled castes and scheduled tribes to protect and advance their social, cultural, educational, monetary and political hobbies, so as to bring them into the mainstream of the country, yet at the same time endeavouring to satisfy their essential needs of nourishment, garments and shelter. Other than these, today they require better chances to live with pride and dignity. Subsequently, abundant open doors ought to be made accessible to them a secured and honourable life in the 21st century (Chetty, 1991). The caste system isolated the scheduled masses from whatever is left of the general public to such a degree, to the point that they were denied even the essential human rights that one must appreciate so as to guarantee one's uncovered help (Warner, 1960). The caste system has made and supported an unequal open door structure, which is an utter detestation to the libertarian standards, which are the premise of an advanced popularity based society. What is more terrible, it intensifies and sustains the sufferings and servitude of disadvantage caste, class group by diminishing their entrance to improvement advantages opposite the higher caste class group. Therefore, after the many years of arranged financial advancement and all the talk of the communist example of society, the monetary status of these groups is regrettable (Singh, 2000).

The disparities in socio-economic status between scheduled castes and scheduled tribes and non-scheduled population were more evident in some States at the State level, the disproportion was mostly far above the ground in Punjab, Haryana and Rajasthan with a proportion of 5.31, 3.98 and 3.72 correspondingly. Thus, low socio-economic status among scheduled castes was about five times higher in Punjab, about four times

higher in Haryana, and about three and half times higher in Rajasthan. Low socio-economic status among scheduled castes was about two times advanced in the States of Tamil Nadu, Gujarat, Himachal Pradesh, Andhra Pradesh, Maharashtra, and the Union Territory of Pondicherry. Scheduled castes are not only at the bottom of the Indian caste hierarchy, but also mostly have low paid and menial jobs. Most of scheduled castes live in rural areas and are engaged in agriculture. The percentage of agricultural labourers and marginal farmers is again much more among the scheduled castes. In the urban areas also a large number of them are employed in menial and low paid jobs. Scheduled castes are largely landless and poor agricultural labourers. Wealth, power, position, privileges, higher status, authority, education, employment, services, land and labour got concentrated in the hands of upper castes landed gentry (Lakshmaiah, 1995). There are rural urban varieties in the literacy level of scheduled castes. The rural scheduled castes are less literate than that of urban partner. Different projects and strategies of provincial advancement specifically have brought about the financial thriving of the masses including the scheduled castes. Generally, the diminution of inequalities and addition within “mainstream” in urban and rural civilization has taken a position in primarily disgraced, oppressed and repressive behaviour for major portions of scheduled castes, predominantly for those situated in the comparatively more conservative and socio-economically “backward” regions (Mohammad, 2006).

The socio-economic status of scheduled tribes are very poor because of low level of literacy, backwardness, geographical segregation and separation, the Constitution of India has included definite supplies for encouraging and preserving the attention of the scheduled tribes. Particularly the article of constitution predicts that the state will encourage with individual concern the learning and monetary attention of the scheduled tribes and protects them from public inequality and various types of abuse. There are further provisions in Articles 14 and 15 of the Constitution for affirmative state actions in their favour. Thus, at a general level, safeguards are protective, ameliorative and welfare-oriented. In the sight of the constitutional obligation, a policy of designed acculturation was followed to give the method for tribal to contribute in socio-economic expansion process and for their assimilation. On this direction, the administration created an attitude for tribal expansion recognized as ‘panchsheel’. This viewpoint conveys five directing

doctrines for tribal expansion (Nehru, 1954). These doctrines foresee a policy of intended socio-economic expansion dependant on the tribal context, regarding their customary rights and traditions, strengthening of traditional institutions and protecting them from exploitation. It envisaged that the tribal societies should be incorporated with the rest of society while preserving their individuality. The scheduled tribes and the downtrodden of the society were denied any place in the society and were out cast not only in terms of physical space, social distance but also from the mindset. Pai (2000) in his study found that scheduled tribes constitute disadvantaged, economically poor and socially backward groups. Owning marginal lands, with low levels of literacy, they suffer from low levels of urbanisation, employment and wages due to lack of rapid industrial development. In the case of scheduled tribes, the gap in low socio-economic status in countryside was equally elevated. In India, lower socio-economic status among the scheduled tribes was about two times advanced as related with non-scheduled populace. At the State level, the poverty gap between the scheduled tribes and the non-scheduled population was comparatively higher in Gujarat, Rajasthan and Andhra Pradesh, poverty among scheduled tribe being about three times advanced when compared with non-scheduled population. In about five States and Union Territories, the poverty among scheduled tribes was about two times more compared to non-scheduled population.

The Uttarakhand state is developing at the slowest rate in the context of its ability and outlook. Regardless of the different Constitutional provisions, the socio-economic condition of scheduled castes and scheduled tribes in Uttarakhand are like that in different States. Unique arrangements have been made for the financial elevation of the scheduled populace in Uttaranchal. While the phase of progress of certain sections among scheduled populace are empowering, that of certain different segments among them are still extremely poor. The commission on the socio-economic condition of scheduled castes and scheduled tribes in Uttarakhand expressed that there are inter community and regional imbalances even among the scheduled masses in the state. The Commission conveyed to light the unfortunate states of scheduled populace in Uttarakhand. There are numerous obstacles for their children to pursue their education the most essential being the monetary impair. No significant changes in their occupation pattern are seen from that of the early times. They are connected with just embarrassing, mediocre, and menial

work. A majority of them are either agrarian workers or untalented. Overall, it is seen that very few are able to separate their bond with their age-old occupations and enter in to new areas of employment. Kumar (2002) in his study expressed that the majority of social and monetary pointers among scheduled caste have demonstrated a pattern of moderate advancement in country as contrasted and urban ranges and an inclination of keeping up the crevice between the rich and poor people. Further, he found that however, the act of untouchability among the scheduled castes and between the scheduled castes and the non- scheduled castes has been abolished lawfully yet, it kept on being a practice as observed by the respondents at social events. There is such a wide social gap existing even today between these castes, especially the scheduled castes and the non-scheduled castes. The scheduled castes by and large are prohibited even today to touch and utilize the utensils of the non-scheduled castes. Majority of the scheduled castes have taken loan from conventional sources i.e., the cultivators, land owning moneylenders and agents. The word related portability and expansion of occupation are very irrelevant among the scheduled castes despite different development projects for their upliftment. These projects have not enhanced their financial status. Though knowledge and awareness about such projects for their development prevailed amongst a majority of the respondents yet they remained ignorant on the processes involved in accessing such benefits.

The scheduled people in India have been the objects of the occasional research and study for many decades both before and after independence. A few researchers have romanticized them with the simplicity of a life of dance and song, of ritual and of colour. Honest writers and researchers have, of course, not being able to ignore the reality of the heart rendering poverty in which the scheduled masses are steeped in and of the heinous form of exploitation to which they are subjected to. Thus, for reasons known and unknown, the scheduled have received much attention of the researchers in the recent times. In this context, the earlier studies have contributed to better understanding of the socio-economic conditions of scheduled classes and they lay out the main features of their economy like its agro forest base, periodic markets, exploitation, and hierarchy in society, income, occupational patterns, credit and education. Overall, it is observed that there is need to do more work on this segment of population.

1.2 ATTITUDE TOWARDS EDUCATION

An attitude is comparatively long lasting association of values, opinions, and behavioural propensities towards communally noteworthy substance, classes, actions or symbols. Hogg and Vaughan (2005) defined that attitude is the feeling or mental disposition of an individual which influences the human behaviour. Thurstone (1946) defined attitude as the degree of positive effect associated with some psychological object. Allport (1954) defined an attitude to be a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Later on, Milton (1968) defined it as a relatively enduring organization of beliefs around an object or situation predisposing a person to respond in some preferential manner. Good (1973) defined that attitude is a readiness to react towards or against some situations, person or thing in a particular manner to a particular degree of intensity. Britt (1999) states that attitude is a mental and natural state of readiness, exerting directive or dynamic influences upon the individual's response to all objects and situations with which is related.

The International Encyclopaedia of Education (1985) highlighted that an attitude is an emotional response towards a person or thing. It is an individual reaction to an object evolved through practice, which can be considered as constructive or unconstructive. This basic motivation is responsible for moulding the nature of attitude in each individual. An attitude is therefore a thought or conviction charged with sentiments influencing an individual to behave in a definite way with people, possessions, circumstances, and concerns, etc. There are three components of attitudes. First, is cognitive which is related to our thoughts, beliefs, and ideas about something. When a human being is a product of an attitude, the cognitive component is normally a stereotype. Second, is affective, associated with our beliefs or emotions that are evoked by something. As fear, sympathy, hate and the last one is related with our behavioural tendency or disposition to act in certain ways toward something. The above mentioned model is known as the ABC model of attitudes. The three components are generally interrelated. Nevertheless, there is a proof that the cognitive and affective components of behaviour are not always related with the behavioural component.

Hockenbury (2007) explained that attitudes could be learned through various methods. There are number of theories of attitude formation as Classical Conditioning Theory, Operant Conditioning Theory and Observational Learning Theory, which are applied to form attitude. Classical conditioning theory can be applied to develop positive emotional reactions to a thing, an individual or occasion by relating positive opinions with the target thing such as how advertisers use classical conditioning to persuade us towards a certain manufactured goods. In electronic media we see juvenile, good-looking individuals enjoying in on a tropical beach while enjoying a sport beverage. This eye-catching and tempting description results in developing a positive connection with this particular beverage in our mind. Operant conditioning theory can be used to strengthen desirable attitudes and weaken undesirable ones. Visualize a youngster who has just started smoking, every time when he lights up a cigarette, people criticize, rebuke him and suggest him to leave their surrounding area. This negative criticism from those around him ultimately makes him develop an adverse attitude towards smoking and he decides to give up smoking. People also develop viewpoint after analysing the behaviour of others. People also learn attitudes by noticing the people around them. When someone you respect greatly advocates a particular outlook, you are more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks. While attitudes can have a powerful effect on behaviour, they are not set in stone. The same influences that lead to attitude formation can also create attitude change. Smith and Mackie (2007) stated that attitude can be changed and there have numbers of theories on attitude change as Elaboration Likelihood Theory of Attitude Change. The theory suggested that individuals can modify their attitudes in two ways. First, they can be encouraged to listen and think about the message, thus resulting in an attitude change. Or, they might be affected by features of the speaker, resulting to a temporal or space change in attitude. Messages that are stimulating and that demand reason probably lead to everlasting changes in attitudes. Dissonance Theory of attitude change suggests that individuals can also change their attitudes when they have contradictory beliefs about a topic. In order to decrease the anxiety shaped by these mismatched beliefs, people normally change their attitudes.

The construction of attitudes may be the result of a variety of dissimilar goals the person has. They are developed, maintained and may change because of the functions they provide. Katz (1960) suggests that every attitude provides at least one of four functions first is adaptive; the attitude helps us to avoid obnoxious things and obtain pleasing things. Second is knowledge; the attitude helps us to appreciate the otherwise overpowering quantity of knowledge in the world. They are short cuts, helping us to make our insight about the world simpler so that it becomes more handy, knowable and safer. Third is self-expressive; the attitude help us to relate to ourselves and to others, presenting a fairly unified image with which others can interact and which help to establish our identity for both ourselves and for others. Fourth is ego-defensive; the attitude helps to guard us from ourselves and from others to explain why we have done something that could be seen as unwanted.

1.2.1 PARENTAL ATTITUDE TOWARDS EDUCATION

Child is the backbone of a nation and has a primal position in the development and progress of the country. If children are provided with positive home and community environment they will develop into human beings who are capable to lead the country towards the path of progress in terms of economical, social, moral and political stability and will strive for the sustainable development of the society as well as country. Progress of the society depends upon the development of individuals. Well-educated individuals are easily able to get involved in the developmental process of the society and family is the integral part of the society. It is the basic and universal informal active agency of education, which is the foundation of all social organization. It remains involved in the education of an individual from his cradle to grave, and continues to provide formal and informal type of education to the child. In the words of Ballard (2000), family is the original social institution from which all other institutions developed. It is said that family is the first school of the child and mother is the primary educator of the child. But in the present day scenario both the parents play equal role to frame the personality of the child at the initial stages of his life. Excellent father-child associations are linked with non-existence of acute behavioural problems in children and greater educational incentive from an 'involved' father makes a visible variation in the outcome of a child. Ann-Buchanan (2004) highlighted that an 'involved' father is a father who reads to his child,

takes outings with his child, is interested in their education and takes a role equal to the mother in managing his child. Epstein (1996) & Ginsburg (2008) emphasized parental involvement, which means the recognition of happiness by parents as participants in taking accountability for their children and working jointly to generate better educational programs.

Parenting is firmly a private exercise based on intellect and desires of two persons namely the father and mother. It is stupidity to define set of laws for parenting and forcing parents to follow clear cut paths of parenting. Parenting is not a single activity, but the sum of approaches and behavioural patterns use to show concern and prepare the children. Parental attitude and parental rearing practices are characterized as two dimensions of parenting style. Parental rearing practices are the practical aspects of the dealing with children actual actions which they perform while upbringing the children and these practices are composed of, providing for, physical security and development, intellectual security and development of child. Parental attitude is more of verbal and non-verbal behaviour of the parents towards dealing with the children. Parental attitude is a yardstick or a catalogue of parental participation. A child, nurtured with love and care in a friendly and open surroundings would adjust in a healthier way with the humanity. Jeynes (2005) study highlights that it is important for the parents to chisel the child in such a way that he can prove to be an asset not only for the family but also for the society and the nation. Attitude is accountable to make a person behave in a certain and explicit way. If one has an optimistic and encouraging attitude towards an object, he will be pulled towards it and respect it. On the contrary, if one has pessimistic and adverse attitude, one feels hostility for it.

Parental attitude can be pessimistic or optimistic towards learning. The unenthusiastic attitude of the parents about instruction and coaching can hamper education of their children. Minimum parental encouragement in school tasks, low level of motivation and poor sense of worth of pupils can cause hindrance in the education of the children. Such obstacles can be overcome with the help of positive attitude of the parents and the positive results can be seen in the form of better class performance and good scores in reading and writing. Centre for Comprehensive School Reform and Improvement defines parental educational attitude as active, ongoing participation of a

parent or primary caregiver in the education of his or her child. At home, parents can show their participation in various conducts; like by reading for their child, supporting in completing the assignments, and having usual talks about school or schoolwork with their child. In addition, it is significant for parents to communicate their hopes for their child's education. Turnbull (1983) identified four basic parental roles, which are directly related to parents' education attitude such as parents as educational decision makers, parents as parents, parents as teachers and parents as advocates. Warnock (1978) stresses the value of parents as co-partner in the education of their children. The parents perform an active role in supporting and inspiring the educational processes of their children. Korth (1981) opined that parents' should be considered as the foremost educator of their children. Tait (1972) opined that the parents' psychological happiness and prosperity wield the major impact on the growth and development of the child from birth until maturity.

Parent's educational attitude refers to various forms of involvement in education and with school. Parents can help their children in schooling by visiting school functions and responding to school obligations. They can turn out to be more concerned in serving their children, improving their school task, providing support, making temporal and spatial arrangements for study, modelling desired behaviour such as reading for enjoyment, assisting them in their assignments and teaching them using resources and instruction supplied by the teacher. Torah-Kaplan (2004) explained that parental educational attitude means the dedicated use of the learning materials by parents for the good of their children, and the total number of tasks in which the parents can involve to help either directly or indirectly towards the education of their children. Dixon (1992) asserted that parent's attitude towards education in almost any form, produces measurable gain in the education of their children. Studies have also shown that the more intensively parents have educational outlook for their children knowledge; the more valuable are the attainment results. Thus, more effective types of parental educational approach is that which employ parents to directly involve with their children on learning tasks at home. More dynamic parent participation produces greater attainment among children than inactive ones.

The attitudes of parents can influence a child's confidence. Most pupils have parents who love their children and who develop confidence among their children. Otto

(2000) conducted a study to find out the association among the opinions of parents and children about education and found that 92 per cent of male students have the same opinion that they share similar ideas about education with their parents. The result indicates that there are common values shared by male students and their parents. Such similarities related to opinion held by different individuals can be considered the outcome of common environment shared by them and similar external or internal influence on children and parents. Richardson (2009) observed that parental educational attitude has significant impact on a child's education. It can have a variety of effects on children, both in school and outside the school. Sanders and Sheldon (2009) researches have given ample proof that a parental attitude affects attainment in the main subjects such as reading, mathematics and science, and their school attendance. Vandergrift and Greene (1992) suggested two major elements that work jointly to make up notion of parental educational attitude towards child education. One is the stage of loyalty to parental hold, which consists of such things as motivating the pupil, being kind, supportive and considerate. The other element is a stage of parental movement and contribution, such as doing something that is visible. This blend of promise and dynamic involvement is what makes concerned parents.

The research in psychology, sociology, and education shows the related process variables that encourage the decision of parents to participate, involve and have optimistic impact on educational product. According to the psychological model proposed by Hoover-Dempsey and Sandler (1995), three lively constructs mainly persuade parents' attitude. First are parents accepting of their position in their child's life that is what they believe that parents are supposed to do in relation to their child's education and educational progress. Parents become concerned in schools if they hold the conviction that they should be concerned. Second is the parent's intellect of efficiency for serving their child to be successful in school. Parents think that their participation can exercise an optimistic impact on children educational results and the last one is the general invitations, demands, and prospects for parental participation by both the child and the child's school. Parents do perceive that the child and the school want them to be involved. Hoover Dempsey and Sandler (1997) explained three main mechanisms through which parents can enhance their optimistic attitude in the education of their child.

These mechanisms are modelling, reinforcement, and straight teaching. Modelling theory foresees that children imitate their parents' performance by dedicating attention and time to activities related to schooling. Parents thus, improve the potential that children do well in school. Reinforcement indicates the mechanism by which parent give their children attention, concentration, admiration and rewards related to behaviours that lead to school success. Finally, parents can influence their children educational outcomes by direct teaching. Thus, children are influenced by their parents' attitudes and beliefs, so they will profited if their parents have an optimistic outlook towards education and take an lively attention in what they are learning at school. Children benefit if their parents have a positive attitude toward learning and are involved in school life. According to the Michigan Department of Education, when parents participate in the school work, such as supporting school learning through performances such as reading at home, then children will have greater academic success, higher school attendance and higher self-esteem. Therefore parents can improve education of their children by making them visit museums, different places, theatres, watching documentary films and reading books other than prescribed in the curriculum. Part of the parental job is to enlarge the child's horizons by providing experiences which broaden the child understanding of the world. Sclafani (2004) suggested that a parent should start making their children read age suitable books. Books are the best investment, which parents can do for their children. Today, there is more and more stress on the use of television, video games, and computer games in the education of children and less stress on the simple act of reading. Parents need to go back to the basics of providing a warm, supportive home environment that supports exploration and self-directed, autonomous behaviour, and that will greatly increase the chances of having an academically successful child. Focus on the parental involvement in education is the solution for the successful education of their children because they are their first teachers, and therefore set up the beginning of the learning process.

Parent's contribution in education has been acknowledged as a positive aspect in children's education. A large amount of the study on parental participation has highlighted the association among precise parents' participation activities and children's attainment. Involvement of parents at school (e.g., with school activities, direct

interaction with educators and bureaucrats) is related with better accomplishment in education. Advanced stage of parental association in the learning experiences of their children at home (e.g., guardianship and supervision, regular discussions about school) have been related with advance accomplishments of the children in reading and writing assignments and scoring outstanding grades in their report cards. Sanders and Sheldon (2009) examined that those children are highly motivated to progress in school that have parents who show involvement in their education. Thus, parental educational attitude can influence the student's scholastic accomplishment through the impact on the improvement of the student's attitude and commitment with school as well as a student's perception of their potential. These profits are very significant for pupils. Brizuela and García-Sellers (1999) advocated that pupils whose parents assist them can easily adjust in the new schools than students whose parents are less concerned with their education. One of the significant characteristics of parental attitude is constancy. Although children develop and become youth, yet participation of the parents in their education stays vital. Parents participation habits both at domestic and school level have been observed to impact secondary school students' scholastic attainments, school attendance, and graduation and college matriculation rates (Dornbusch & Ritter, 1988). In spite of its magnitude, nevertheless, dynamic participation of the parents in their children's education deteriorates as they proceed from primary school to middle and high school. Parental participation is a powerful analyst of the adolescent's learning outcomes. This aspect is linked considerably with the children's inspiration to learn concentration, task diligence, responsive and friendly language proficiency, and little behaviour problems.

Parents have primary influential importance in children education. If children will not be supported by the parents who value their education and help challenge them to learn, complete their assignment, be attentive in classroom, etc. They will not allow the essential force to turn them to an educated individual. Parents should enthusiastically involve themselves in the process of their children education and sustain a high value for academic excellence. Parents attitude regarding their children's education are intensely associated with children's thinking regarding their own capabilities, as well as their accomplishments. Parents who evinced high degrees of school connections (helping in the class activities, contributing in educational seminars, attending Policy Council

conferences and discussions) had children who established better communal capability than children of parents with lower degrees of school connections. It was assumed that home-based contribution would be deeply connected with positive classroom learning results and that complete school-based connection would foresee lower degrees of behaviour difficulties. Home-Based Involvement actions, such as helping the child at home to enhance reading practices, granting space for learning activities, and inquiring from the child about his school, evinced the strongest relations to later playgroup classroom capabilities. These actions were connected to children's attitude towards education, particularly inspiration, consideration and determination, and were seen to associate optimistically to responsive language.

1.3 SPENDING PATTERN

The functioning of any economy is asserted in terms of the trends and pattern of macroeconomic variable which incorporate national revenue, utilization, saving, ventures and employment. Spending is a critical variable for each country to be examined for the economic growth and development of any country. It is a huge macroeconomic variable to be studied under the domain of the financial ground on a person as well as household basis which turn out to be the prosperity. Spending is the part of the profits gained by the individuals. The determinants and patterns of spending differ from person to person. The spending pattern of Indians is drastically different when compared to the western world. Indians are quite economical when it comes to using their resources, and they strongly believe in recycling wherever possible. Spending pattern is dissimilar for individuals belonging to different sectors of the civilization. For example, individuals who belong to the middle class believe basic provisions and education and spending toward the future of their children as their top priorities, followed by lifestyle goods. The upper class spends more on luxury goods and international brands. The super rich class spends on ultra luxury goods. It is observed that as disposable profits increases, people prefer more of branded goods, shift to processed foods, and the expenditure on food, beverages, tobacco, and transport and communication increases.

Spending is an important means by which people reaffirm their socio-economic status in their community. The studies of (Bloch & Parry, 1989; Douglas & Isherwood,

1978; McCracken, 1990; Warde, 1994) found that the significance of family income lies in the fact that it is a primary determinant of family spending. Spending is the value of goods and services picked by family it refers distribution of budget in different items for maximum satisfaction, or we can say that spending is the costs obtained for the basic point of preference of the family. Spending pattern of a family incorporates expenses on household appliances, property charges, mortgage interest, rent, utility charges, upkeep and repairs, premium of insurance, food consumed on the premises and other items that are common and important for the support of a family. Spending is the most significant part of collective order. It can be part into various classes, covering real spending things like sustenance, power, occasions, and dress. As it were the spending incorporates durables, for example, clothes washers, and nondurables, for example, food.

Spending can be characterized into regular spends and lifestyle spends. Regular spending involves the basic supplies of life, while lifestyle spending involves spending on a computer, internet, car, cell phone, etc. According to Sethia (2013) spending pattern of family is categorised as spending on food items and spending on non-food items. In order to comprehend the components of use, the food items and non-food items were independently considered under private final consumption expenditure. The spending on food items include expenditure on cereals and wheat, pulses, sugar and jaggery, oil and oil seeds, fruits and vegetables, perishable, milk and dairy products, meat, egg and fish, coffee, tea and cocoa and spices. The spending on non-food items comprises of expenses on ancillary items, hotel and restaurants, apparel and footwear, gross rent and fuel and power, furniture, furnishing apparatus and services, grooming and health services, transport and communication, entertainment and education and cultural services. Further, spending can also be classified as either investment or consumption although the broad line is not clear. Consumption refers to the purchase and utilisation of goods and services which bring immediate but short lived benefits. Investment on the other hand refers to the achievement of resources which yields profits over a long period of time. Expenditure on food, for example, must obviously be classified as consumption whereas expenditure on building or equipment which will provide benefit over many years is form of investment, and the stock of assets which will yield benefits in the future is called capital. Jandhayala (2000) elaborated that an important distinction in economics is between investment and

consumption. Goods and services can broadly be divided into two classes those from which consumer derives immediate benefit are called consumption goods or services and those which are used to produce results over a long term are called investments. Expenditure on food, for example, must obviously be classified as consumption whereas expenditure on building or equipment which will provide benefit over many years is a form of investment.

Spending is a significant action made by a family. Whatever individual profits we achieve, from one origin or the other, is spent either on expenditure or is saved. Income and wealth give the means by which families can spend on indispensable and supplementary goods and services. Changes to income or wealth will influence the ability of families to cover these costs, and may result in changes to spending pattern relating to both indispensable and supplementary items. The problem of allocation of income between different heads and other development needs has become prominent. No clear criteria exist for determining priorities among the issues in this decision making process. In this context families financial literacy skills permit people to make knowledgeable decisions about the moment use and supervision of their money for example, spending, planning, savings and investment, and also about planning for the future and retirement. Spending patterns of family can change over time for various causes. This incorporates changes in throwaway income, wealth, relative prices, age, health status, and consumer preferences (tastes). Patterns of spending can also be changed by condition of management services, management social security, tax policies and other revenue. There is additionally confirmation that who in the family gets pay can influence spending design for instance when moms have more noteworthy control over assets, more assets are utilized on nourishment and kids' wellbeing and training.

1.3.1 DETERMINANTS OF SPENDING PATTERN

There are numerous factors that affect spending pattern of a family. This includes growing income levels resulting in a more extra money with people, changing attitude towards utilization, changes in costs, presentation of new items, accessibility of acknowledge, for example, mortgages, home loans and Visas, rising aspiration levels, expanded proficiency, developing brand awareness and quick colonization. Furthermore

these issues are categorized into environmental factors, situation factors, personal factors and psychological factors.

The cultural practices and values of a society can facilitate and discourage spending pattern of a family. Culture refers to the joint philosophies, habits, behaviours, and attitudes that typify a civilisation. Culture is a handed down way of life and is often measured the broadcast control on a customer's behaviour. The culture set down the way in which one should live and has a huge effect on the things one buy. The accumulation of gold, especially by women, was the preferred form of wealth in India. The cultural values and practices of a society can facilitate or discourage increased consumption or the adoption of new lifestyles.

An individual's motivation, his perceptions about an object, his attitude and his learning affect the spending pattern. Motivation is an internal force. We have to achieve what we require. Abraham Maslow, an American psychologist, framed the hierarchy of needs. Maslow theorized that people have to fulfil their basic needs as food, water, and sleep before they begin fulfilling higher-level needs. The need for food is recurring. Other needs, such as protection, clothes, and security, lean to be continuing. Still various requirements occur at diverse points of time in an individual's life. Perception refers how you understand the humanity surrounding you and make logic of it in your mind. Consumers are bombarded with posts on television, radio, magazines, the Internet, and even bathroom walls. Many people are more sensitive to advertisements for the commodities they need. Learning refers to the process by which customers modify their performance after they gain information or skill. It is the cause you don't purchase a bad product again. Learning doesn't just have an effect on what you purchase; it has an effect on how you do shopping. People with restricted skill about a product or brand usually look for more information than people who have used a product earlier than.

Economic condition of a family directly influences the spending pattern of an individual. An individual with excess revenue would buy costly and finest products as compared to persons from middle and lower income group who would spend chiefly on essential items. Hardly any individual from low income groups waste money on designer clothes and watches. He would be more concerned in purchasing grocery items or

products necessary for his existence. Unemployment has two probable impacts on family spending pattern. Firstly, the jobless spend less because of their lower individual earnings, and secondly, unemployment causes unenthusiastic expectations, even for those who are employed, and this can act as a control on spending and urge to save.

Saving is defined as the share of disposable income not spent on the utilization of buyer goods but amassed or invested straight in capital equipment or in paying off a home mortgage, or not directly throughout the purchase of securities. It is evident that level of savings influence spending of family. Spending and saving are equally elite, which means that if income is fixed, any change in the household's savings will in reverse affect spending. Most of the determinants of utilization have an opposite effect on saving. Changes in tax rates can clearly affect disposable, post-tax income hence affect household spending. Rise in interest rates will motivate more savings, and less spending. For example, a rise in interest rates will redirect the family funds towards the higher loan payments and away from all-purpose expenditure. Athukorala and Sen (2001) examined the determinants of private saving in the process of economic development, in the light of the Indian experience during the period 1954-1998. It was found that the saving rate rises with both the level and the rate of growth of disposable income and the magnitude of the impact of the former is smaller than that of the latter. Terms of trade changes and inward remittances by expatriate Indians seem to have a negative impact on the saving rate. There is also a clear role for fiscal policy in increasing total saving in the economy, with the private sector considering public saving as an imperfect substitute for its own saving. Horioka and Wan (2007) explored the determinants of the household saving and found that the income growth rate, the real interest rate and the inflation rate influence saving behaviour of family.

Age of household also influences family spending pattern. A young household at the age near of 25 to 30 would have a preference spending generously on objects like beer, bikes, music, clothes, parties, and clubs and so on. An individual having children usually prefers to spend on purchasing a house, assets, life covers, gold etc. A person who has a family, on the contrary would be more concerned in purchasing things which would do good to his family and make their future safe. Further, the time of the day, the time of the year, and how much time the consumers feel, they have to shop impact on

spending pattern. The purpose for shopping also affects the amount of time you will spend in shopping. People's mood momentarily affect their spending patterns. Some individuals take pleasure in shopping. It's pleasurable for them. An unpleasant frame of mind can ruin a client's want to shop.

The current level of national income influences spending of family as revenue hike, customers tend to enlarge their expenditure on higher income elastic goods and services, such as comforts, vacations and free time goods. When income falls households may delay expenses on these comforts until incomes rises again. Over the period as a whole national income rose and this meant that there were more resources available to be spending on different household need. As their income rises, people spent proportionality more on some things and less on others. For example, as family get richer they spend more on car less on public transport.

Spending of the family depends upon the size of the family. If the family is large, amount spent on the needs of the members will be more. If the members in a family are less, the amount spent will be less. The size of the family is indicated by the number of adults and children. Some families have more members and hence the size of the family is large and expenditure is more. While the money spent by a small size family is less with less number of members. The expenditure per capita or per person is taken note of while preparing the budget and the budget is prepared accordingly. Akbay (2001) found that food served in the family is largely determined by the number of its members. More members mean more food requirements of the family. The nature of the family, nuclear or joint, affects the meal planning of the family to a large extent. Composition of the family refers to the number of male, female members and children and old age members etc. Income is allocated for expenditure to the needs of male and female members, old age and children since the requirements of their different members of the family is different. Hence, the composition of the family has a bearing on the expenditure and budget of the family

Lifecycle of an individual is a major determinant of his spending. The family life cycle has been measured in various ways. The age of the household head, marital status, and presence of a child younger than six years of age have been investigated alone or in

some combination to represent the family life cycle (Dardis et al., 1981; Horton & Hafstrom, 1985; Lino, 1990; Nielsen, 1978). Family life cycle has an important influence on the family budget. The life cycle of the family relates to early period after marriage, period when the couple gets children, period when grown up children leave the family and the last stage is the period of retirement. The demand on a family income varies according to the family life cycle. More money is needed in the expanding stage of the family. The children need food, dress, and education and hence more expenditure is involved but income is relatively less. Expanding family also may require additional expenditure or home furnishing, utensils, etc. In the contracting stage, it may shrink expenditures on wedding etc, hence, a budget has to be set to adjust with the changes in income and also the spending. The budget of a family is affected by the family life cycle. Norum (1989) found that households with a married head spent more on clothing than did households in which the head was not married, whereas Dardis et al. (1981) found that husband-wife families spent less than other families. Frisbee (1985) found that male-headed household spent less on clothing than female headed households.

There are differences in the cost of living in different cities. Cities are classified as A B C depending on the price of essential goods affecting the cost of living. In cities like Delhi, Mumbai, Kolkata and Chennai which are A class cities the cost of transportation, fuel, rent etc. are high. Hence the Government has fixed city allowance at different level for different class of cities for employees. Hence the differences in cities based on cost of living the people have to adjust their income according to their expenses. Thus the intercity differences affect the family spending. Further, both the geographic region of the country and the location of the residence, whether urban or rural affect the spending pattern of family. Lino (1990) found that urban and rural differences did not influence dress consumption, it was for the most part found that families in urban areas spent more on garments than families in rustic areas. In this way, varieties in family consumption could basically be because of variety in area.

Social class factors also impact one's spending pattern and have huge impacts on one's philosophy. A society is a cluster of individuals who have the similar social, economic, or educational position in the civilization. The social state of affairs can considerably affect one's spending attitudes and performance. The social class of the

family has a bearing on the family budget. The factors influencing the social class of the family include income, education level and occupation of the members. There will be more expenditure by families with socio-economic status since they have to satisfy their psychological needs, wants of the family members, viz. accommodation in a posh locality, club membership, higher education, etc. Hence the family budget is affected by these factors. An individual with high income will usually spend more than a person whose income is less. Varghese et al. (1989) investigated that poor families have very low income, hence they spend most or all of their income on basic necessities. Basic necessities include food, clothing and shelter. However, when the income of the family increases, the proportionate amount of income spent on basic needs and wants will diminish simultaneously and the amount of income spent on a higher level of wants increases and saving will be more. Income and purchasing power of the family increases if along with the head of the family, housewife and other family members also earn. Occupation of the family also influences the spending pattern. Nature of occupation of the head of household or main income earner of the family also forms a decisive factor. Jobs or occupations have their benefits in some cases. Such benefits may be in the form of free quarters, educational facilities for children's, health allowance etc. a job might involve more travel another may involve expenditure on books or equipments. All these have a bearing on the income and expenditure implications for the family. Hence, they have their effect upon family budget. Usually people with higher education will end up spending more compared to a less educated person. The prime reason being an educated person will have varied interests.

Family spending constitutes for over half of the gross national income and spending decisions have an important flow-on effects on the sharing of economic activity between industries and regions, indirectly influencing the aggregate level of economic activity. Spending is an important means through which people (and communities) reproduce themselves both biologically and socially. Spending pattern of a family includes expenses on household appliances, property taxes, mortgage interest, rent, utility charges, upkeep and repairs, premium of insurance, food consumed on the premises and other items that are usual and necessary for the maintenance of a family. Spending can be characterized into regular spends and lifestyle spends and it includes non-durables such

as food, semi-durables such as clothing, and durables such as refrigerators etc. thus spending patterns mean allocation of budget in different items for maximum satisfaction. There are numerous factors that affect spending pattern of family including environmental factors, the situation factors, personal factors and psychological factors. Therefore, family spending patterns provide a window through which we observe the interplay between individual self-interest and collective interest.

1.4 SOCIO-ECONOMIC STATUS

Socio-economic status is a monetary and sociological joint quantity of a person's work experience and of an individual's or families monetary and societal place which is based on revenue, learning and profession. When analyzing a family socio-economic rank the family revenue, learning and profession are assessed. The idea of socio-economic position considers other influences such as the possibility for communal or monetary expansion, affect on the guidelines, accessibility of resources, and reputation of the primary profession. Santrock (2004) defines it as the grouping of people with similar occupational, educational, and economic characteristics. It is the ability to control resources and participate in society's rewards. Woolfolk (2007) highlighted that the relative standing in society based on income, power, background and prestige. Socio-economic rank is the place of a person or cluster on the socioeconomic scale, which is educated by a combination or interaction of social and economic factors, such as income, amount and type of education, kind of prestige and occupation, place of residence and in some society's even ethnic origin and religious background. There are various definitions of socio-economic status and there are a various meters that are located together, such as monetary and societal materials. Socio-economic status constitutes assessment of capital such as financial capital, human capital (resources like education), and social capital (resources attained through social connection), which all have to do with peoples well-being (Corwyn & Bradley, 2002). Socio-economic status refers to the social and economic position taken by the parents in the society. It is a stage which is commonly shared by those individuals who have similarities on the basis of family background, education, profession, race and thoughts and feelings towards social and economic problems.

Socio-economic status is a multi-faceted variable, which has been defined in diverse ways by different researchers. One essential definitional concern is whether socio-economic status is a distinct or a nonstop variable. In common, the use of the expression socio status implies separate categories of individuals who are alike in their levels of learning, revenue, professional position, and housing. Social class and socio-economic status has been used irreplaceably to explain the essential disparities linked with learning, livelihood, and revenue further the term economic status implies continuous variable. Socio-economic status has been measured by a single indicator, by multiple indicators and by composite indicators. Entwisle and Astone (1994) argued three types of indicators to measure socio-economic status. First is the monetary assets or the aptitude to purchase the belongings children require, second is individual capital, or the aptitude to communicate high scholastic aspirations and existing assistance in achieving those aspirations, and the third is communal capital, or the aptitude of parents to supply relations to the larger community. Socio-economic rank is characteristically broken into three categories, high socio-economic status, middle socio-economic status, and low socio-economic status to depict the three categories a family may fall into. When placing a family into one of these classes, any or all of the three variables (revenue, learning, and profession) can be measured.

Keeping conceptual framework in full view, attempt has been made to draw theoretical orientation of the concept “socio-economic status”. Mainly two theories influence socio-economic status first the Reproduction Theory and second is the Rational Action Theory. Reproduction Theory of socio-economic status was developed by Bourdieu and Passeron (1977). This theory is an explanation why inequality persists despite the removal of financial barriers. Children of higher socio-economic backgrounds keep their advantage above their peers because of the cultural capital. Children from higher social classes receive more cultural resources from their parents and therefore know how to behave in the right manner. Thus, they do better in school, score top marks and are to be expected to move on to the highest educational level than their peers from low socio-economic classes.

The Rational Action Theory of socio-economic status seeks to explain why there is inequality in between higher and lower social classes given the same level of ability. In

other words, why do lower socio-economic class children reach a lower level of education when their school performance is high? Breen and Goldthorpe (1997) suggest that rational choice in educational transitions is required among lower social classes. Children from lower social classes acquire the belief that they will succeed in further education, and the costs of education as well as forgone earnings must not exceed the educational investment. The aspirations of children from lower socio-economic backgrounds are lower than the aspirations of children from high socio-economic backgrounds. Several studies indeed found support for the notions that students from lower socio-economic backgrounds perceive costs to be higher and rate their educational success lower. Parental aspirations are an important aspect within rational action theory. Schoon et al. (2007) found that parents who experienced economic hardship do not hold educational targets for their children. The foremost reason for low parental aspiration was the costs involved in the post-secondary education. If costs of upward social mobility increase, then, parents are probable to have less learning targets for their children.

The family plays multiple roles in a society. It serves as an economic unit. Its extensively acknowledged role is the concern and socialization of new age group. Parents are typically well thought-out the chief agents of socialization as they start influencing the life of their children from day one after their birth. Though the foremost role of the family is to socialise, optimise the potential and take care of their children but sometimes it fails to do so. It is quite obvious that individuals are not at par in characteristics of rank and accomplishments. The continuation of varied divisions in the civilization is considered obvious. The socio-economic status of parents has deep impact on the approach towards substance and facts. Socio-economic status of a person has a deep impact on their approach. These approaches can be optimistic or pessimistic with respect to provisions like education, foodstuff, dressing, uses and abuses of varied medicines and the group to which he belongs. Maliki (1998) highlighted the socio-economic rank of parents as a main determining factor for the approach of children in the direction of anti-social activities. They further stated that students of low socio-economic families lack basic needs of life and are both reasonably feeble and publicly depressed. Such suppressed children as a result extend definite pessimistic psychological opinions which frequently lead to irritation and annoyance and thus could end up in the expression of

harmful behaviours such as cultism. Number of researches indicates that children of financially weaker sections of the society are likely to have lesser instructive desires than their extra privileged age mates. (Schoon & Parsons, 2002; Schoon, 2006; Willitts et al., 2005) established the existing gap in objectives and desires of those youngsters who faced social hardships dependent on parental communal rank, home possession, overloading and mother education in their early days and those who did not.

Keller and Zavalloni (1964) analysed that youngsters from more privileged backgrounds have better admittance to substantial and monetary assets likewise personal computers, private coaching and educational prospects. Socialized tasks such as, to be an epitome, vocational understanding, and informal associations through social web may also clarifies socio-economic differences in objectives and desires. Deprived families cannot pay for higher education and so cannot take pleasure in the profits of higher education. For persons and families, current expenses exist extra real than future income. Although there are manifold categories of student monetary help, such as scholarship, grants, specially targeted grants for monetary crisis, decrease and exemption of tuition and fees. Li and Min (2000) stated that family is the major economic supply for student educational expenses. Therefore, monetary load on students from lower income families would be much bigger than that on pupils from higher revenue families with the increase in direct education costs. Family profits backgrounds have optimistic effects on a person's choice to register in higher education. It means that parents with higher salary intend to build better learning surroundings for children. They have stronger readiness to reimburse for higher education than parents with lower education and income background. Field (1981) stated that the socio-economic factors, educational levels and professional status, have a major impact on the family status and goals and later on education of the children and found that the family's socio-economic status in terms of education and occupation is strongly connected to the academic performance of the student. Boudon (1974) found that the lack of strong stimuli and parental backdrop causes children to enter school at a difficulty because they lacked the schemata of the middle and upper-class pupils. The child that started at a difficulty generally fell behind in educational labour almost right away and continue to attain lower grades all through the cycle of formal education. Katsilis and Rubinson (1990) study proved that

socioeconomic status affects the educational attainment among children. Lueptow (1975) found that the students with high attainment in education come from urban, educated, high income and a good occupation status. Ho Sui-Chu and Williams (1996) proved that the socio-economic rank of parents has a noteworthy and optimistic effect on the communication prototype between parents and children, parents and school, and a variety of parental participation in children education. Most parents consider the funding of their children's education as one of their most important family financial goals. Nevertheless, it is an undeniable reality that without parents' help, any hard work to progress educational attainment will be greatly hampered. A child educational attainment is strongly influenced by characteristics of his or her parents such as their own educational attainment, economic resources and expectations, their attitudes and performance regarding children educational attainment. Investigations have determined that parental approach and hold has an immense deal of power on stage of accomplishment attained in education. Studies of (Keith & Keith, 1993; Lareau & Horvat, 1999) determined that parent's attitude is mainly influenced by their socio-economic status, which is directly connected to the educational presentation of the student.

Parent's participation and support in school activities are also influenced by their socio-economic status. Parent's participation in school activities is comparatively less in financially weaker sections of the society and minority groups than other families due to the feeling of estrangement. Goldberger (1991) found that parents with a little profit established it harder to get a place of authority than those with a higher income. Goldring (1993) said that higher is the revenue and the socioeconomic rank, higher is the parent's participation; and parents become involved in the children education. Hodtuv (2001) parent participation differs from school to school. The lower income schools have difficulty in involving parents, particularly at the secondary level and given three motives for parents zero participation: firstly, a want of time due to service; secondly, parents are not willing to involve themselves; and lastly, incapacity to take babysitter into service. Researches on parental participation in children education tend to focus on either social class or socioeconomic status of the parents. Lareau (1987) in one of her studies emphasized the pressure of social group on parental participation in the education of their children. Her research found that want of skills, significant career, time and salary of the

working class are the hurdles in the path of their involvement towards the education of their children. Other than the aforesaid hurdles, the working class parents also are not aware about the school curriculum. Sewell and Hauser (1980) study found that most of the working class children have low cognitive skills. These children fail to have high ambitions in education which they consider result due to the absence of inspiration from their parents due to poor monetary resources. Ramsay et al. (1992) in their study revealed that the working class parents could not contribute in school tasks due to a variety of reasons that have been faced. It involves the need for child care, the feeling of inferiority and the insight that their participation will not be accepted by the school. It has been highlighted (Bhalotra & Heady, 2003; Das & Dutta, 2003) that salary classed parents are expected to be conscious about the significance of education and for this reason they happily invest in the education of their children. The children belonging to such group are also aware of the fact that education can only act as a ladder to uplift their status. On the contrary, parents are hardly attracted to spend money on education of their children if they are entrepreneur who can directly pass on their profession and the vocational skills required to run the same efficiently to their next generation.

Education is a most significant requirement in this age of globalization. Education not only gives insight, it also polishes the character, kindle ethical principles, add information and gives ability. Education is essential owing to the ambience of struggle. In every field highly experienced individuals are required. Battle and Lewis (2002) stated that in this era of globalization and technological revolution, education is considered as the first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. On the contrary, the children having monetary struggles have to experience a variety of constraints. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer in finding a job. Children are pioneers of every family. To facilitate children with proper education has been a major problem for decades. The environment and personal characteristics of children play a significant role in their academic success. Factors and determinants of educational accomplishment or achievement of children's has been a topic of ongoing discussion among researchers. Yet, very little is established about a variety of factors contributing to children success.

“Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of children. The most common disagreement is that the socio-economic rank of learners affects the value of their academic presentation. Most of the experts argue that the low socio-economic status has pessimistic influence on the academic performance of children because the basic wants of children stay unfulfilled and thus they do not perform better academically. Adams (1996) pointed that socio-economic status greatly influences both scholastic and co-scholastic performance of the pupils in terms of early enrolment in school, retention in good schools and the provision of essential human and material resources. The pupils who belong to low socio-economic status would face difficulty in getting their needs fulfilled by their parents. Such conditions may make them tempted towards cultism. Essien (2009) in his research on socio-economic status and social adjustment found that out of the 200 students that comprise his sample, only 110 representing 55% were well socially adjusted to educational programmes. The rest 90 representing 45% were not precisely communally attuned. The reason behind the above mentioned gap is probably that affluent parents provide their children with encouraging environment at home, nutritious food and fulfil their other psychological needs that ultimately help them to adjust socially. However, the students from low socio-economic status tend not to adjust socially and become withdrawn probably because of the unstable environment at homes and poverty or lack of means of livelihood. Hyman (1972) stated that students from higher income families registered in a high school academic program, desired to attend college, and desired for profession with higher esteem. The opposite was also true that students from lower income families tended to register in vocational educational programmes and move straight from high school into the labour market. Children from lower income families frequently get in touch with college graduates or with individuals that were in the more impressive vocations therefore, they were less likely to have role-models to imitate or to persuade them towards higher objectives.

Socio-economic changes have made learning essential not just for the reasons of providing income earning chances but also for the prospective to participate in the improvement of the principles of livelihood of persons, families and societies. Researches pointed quite clearly that socio-economic factors are important factors touching the

education of children and it is important to believe how socio-economic characteristics might particularly affect the expansion of aspirations and expectations of children. Many children are still struggling financially. Birrell et al. (2000) said that monetary complications can affect objectives and prospects of the pupils in a variety of ways. He observed socio-economic status as an intricate phenomenon that put forth persistent impact on all the facets of an individual's life. Children are mostly dependent on parents to financially support their education. To pay, college fees had conventionally been seen duty of a family, being met through some combinations of current income, investments and borrowing. The few studies (Churaman, 1992; Chang, 1995; Hossler & Vesper, 1993) have shown that the money saved for children's education was associated to parents' revenue and outlook regarding the education of their children. Parental saving behaviour is a noteworthy determinant of the parent involvement to their children's education costs. Lee (1997) found that the education level of the mother was also related to having education saving as a goal.

Hence, parents' socio-economic background is an important factor that influences educational decisions. Parents with strong socio-economic status capacitate their children with modern amenities and facilities enhancing their skill development. A child from superior social and income status is more likely to have a higher ambition level. Parents bear the most immediate relation with their children. Their socio-economic status has a significant influence on the education of children. They can assist their children in their initial learning which affects their ability in their comparative area of information.

1.5 ASPIRATION LEVEL

The term 'Aspirations' are normally used interchangeably with goals, ambitions, objectives, purposes, hopes, plans, designs, targets, intentions, desires, wants, wishes, yearnings, cravings or aims. Aspirations are the driving forces, which make individuals do more and more than what they are doing currently. It is obvious that we know what we are, but it is not certain that we have knowledge about what we can be. The perception about objectives can be abstract from thoughts and fantasies to actual goals and objectives. However, aspirations generally are not the accomplishment of something far above the ground or great but also it addresses both current and upcoming viewpoints. In

the light of above factors, aspirations can be defined as character capability to recognize and set targets for the future, while being stimulated in the current situation to put efforts toward those goals (Quaglia & Cobb, 1996). Aspirations and expectations are often used interchangeably. Expectations are defined as the realistic level of education that individuals think they can obtain, whereas aspirations are assumed to be the level of education individuals ideally desire to attain. The educational level that seems realistic to a student or his/her academic self-confidence may affect his or her desired level of attainment. Aspirations have two unique features. Firstly, these are conscious about upcoming events. These can only be contented in future. This differentiates aspirations from instant satisfaction. Secondly, objectives are driving forces. They are targets on which individuals are interested to invest time, endeavour or wealth in to attain. This differentiates them from idle daydreams and wishes. Turner (2003) defined it as active pursuit of goals. Muller (2003) defined aspiration as a willingness to work to achieve goals.

Researches on aspirations have followed four outlines of investigation. The first line has desired to assess individual differences in comprehensive ambition in the thrust or tendency to achieve. The second line has desired to recognize the connections between internalized and private values and stages of desires or ambitions. The third line has desired to calculate the impact on the achievement of the cognitive discord created by status inconsistency (the discrepancy between self-image and objective status) and the fourth has desired to account for individual differences in the goals or objectives of aspirations. All the four lines of inquiry have their roots in Lewin (1951) stated field theory which treats aspirations as the choosing of goals within a field. This field (psychological environment) is comprised of an individual's personal values and his or her judgments concerning the comparative likelihood of achieving various values. According to field theory, aspirations are directly relative to the worth the person places upon the objective and to his or her evaluation of the possibility of attaining the goal. The greater the value assigned to the possible goal or the greater the apparent probability of achieving it, the stronger the aspiration will be. The lower the importance or the less the apparent probability of realizing the goal, the weaker the ambition will be. The persons make well-organized choices to make the most of their contentment and minimize their

dissatisfactions. Perceiving a matrix of chances and restrictions, the individual chooses the opportunities he or she thinks most likely to direct to the wanted outcomes and away from the unwanted ones. As persons may observe the prospects and restrictions differently, they may, even while chasing the same goals, choose diverse itinerary of action. It goes after, therefore, that we can appreciate a person's actions only when we know both the ends sought and how he or she perceives the medium of chances and restrictions. On the contrary, when we observe actions that do not seem to make sense, we have almost certainly misunderstood either the ends sought or the individual's perception of chances and restrictions.

Aspirations do not exist in vacuity they take place in societal background. Persons derive their objectives from the experiences of others surrounding them. In this sense, individuals have aspirations which help them see and examine the alternatives that exist within their social area Ray (2006) explained that one's aspirations window is normally built on the prospects obtainable in the society by means of their age mates as a resource of healthy competition. As a consequence, the concept of lofty versus little objectives is noteworthy. Also a tough postulation is present that higher educational and professional aspirations can extensively encourage pupils, on the contrary, lower aspirations mean less devotion towards learning. At this point, it is also noteworthy that similar aspirations can act as higher or lower objectives for different individuals in different situations and environment. Hence, the meaning and importance of aspirations keep varying depending upon the context in which people live and the personal characteristics and speed of development of an individual.

The concept of aspirations is multidimensional. Bernard and Tafesse (2011) stated that objectives or aspirations cover manifold and potentially interconnected scope. Persons may have means or earning objectives, educational objectives, societal rank objectives, or objectives about others such as their family. However, the vast numbers of studies that address the issue of aspirations restrict the definition of aspirations to one dimension. The reason for this is mainly the difficulty to aggregate various dimensions of aspiration into a single indicator. The dimensions most frequently tackled are immediate aspiration and remote aspiration. The immediate aspiration are the goals the individual sets before himself for immediate future such as goals for passing an examination that he

has scheduled to take tomorrow or of winning a tennis tournament that, he is just entering. Second is remote aspiration. These are the goals set for the future. The more immediate is the goals, the more realistic it is likely to be. Remote goals may start as separate and distinct aspiration. Sooner or later, they usually fit into the individual life span. Hence, aspirations are directly dependent on the values and opinions of an individual about humanity and about one's own personality as well as bodily, intellectual, emotional, and official and unofficial features of the surrounding environment.

Considering the conceptual framework, attempts have been made to draw theoretical orientation about the concept "Aspirations". Results proved that mainly four theories influence aspirations and these theories categorized aspirations as temperaments, orientations, viewpoints, goals and states-of-being. These theories of aspirations are namely Social learning Theory, Culture Ecology Theory, Rational Action Theory, and Human Capital Theory. Social learning Theory was developed by Bandura (2001). The theory is based on the principle that most of our aspirations (learning's) take the form of observations and considerable communications with the peer group and outsiders. With this outlook it can be deduced that aspirations are not solely the result of entirely mindful and completely logical economic concerns of the people and events around us. It is also synonymously used as a theory of motivation that is responsible for a pupil's contextually educated self-organization, self-worth and hope for inherent and external remunerations and penalties.

Cultural Ecological Theory suggests that aspirations developed in response to a prevailing culture, can be encouraging as well as argumentative. The theory also suggested that poor, secluded, or separated people or the persons existing outside the conventional civilization experience dysfunctional customs together with reduced aspirations in order to continue to exist. In other words, low aspirations result in poor, secluded, or segregated living. Ogbu and Simons (1998) concluded that aspirations do not mirror optimistic or pessimistic personal outlook that expand inside or exterior of a conventional civilization. Rather, they imitate a belief or disbelief on (optimistic or pessimistic outlook toward) the sections of a leading society that oversupply society. Aspirations are not the outcome of how individuals survive or carry on in the planet but

they are the product of how individuals believe they are treated by the leading civilization where on earth they are living.

Human Capital Theory rated aspirations as an investment and highlighted that rationality is inherent in aspiration. Individuals must assign their funds between present expenditure and prospect goals and then make a decision upon savings strategy for pursuing their ends. Various economists have mentioned that education and guidance make resources in the form of information and abilities which add to the creative ability of manpower in just the same way as savings in new technology raises the creative capability of the stock of physical capital.

Aspirations are prejudiced significantly by the communicated prospects of the important individuals who act together with the person. If those prospects are lofty and reliable over time, then there would emerge to be a better probability that the human being aspirations will be correspondingly lofty. On the contrary, outcome of small prospects is often small aspiration. Aspirations as a complicated task has made clear that the aspiration of children keep changing and evolving throughout life and are fashioned according to the attributes of the children, their families, friends, educators, neighbours, workforce, and precedents. In addition, it is eminent that aspirations differ for various parts of the populace both in terms of parents' instructive and professional objectives for their children and children's objectives for themselves. Though aspirations start to form in the early years of a child's life, yet these aspirations gradually develop and transform by knowledge, practice and the surroundings. Aspirations are liable to wane as children grow up in age, in corollary to their increasing comprehension of the humankind and the restrictions forced by the earlier preferences and attainments. Aspirations occupy vital role in the realization of education, and, in turn, status achievement courses of action. Children's educational aspirations have solid optimistic effects on their learning accomplishment and educational realization (Jencks, et al., 1983; Marjoribanks, 2005; Wilson & Wilson, 1992) which, in turn, have strong impacts on their earning of livelihood. Children with high educational aspirations probably perform well in school activities, achieve maximum degrees with good score and ultimately reap the monetary rewards in the labour market than children with low educational aspirations. Children educational aspirations also arbitrate the effects of parents' aspirations on their

accomplishment and achievement (Garg et al., 2002; Sewell & Hauser 1992; Sewell & Hauser, 1975; Sewell et al., 1970).

Though, aspirations start to form in the early years of a child's life, yet these aspirations gradually develop and transform by knowledge, practice and the surroundings. Aspirations are liable to wane as children grow up in age, in corollary to their increasing comprehension of the humankind and the restrictions forced by the earlier preferences and attainments. Children choose options that inspire and determine whether their capabilities will be developed or remain redundant. However, these options are partially affected by their parents; the prospects accessible to them; and their own aspirations to achieve degrees, employment, livelihood, and happy and peaceful family. However, comprehensions of the factors that concludes. Desforges and Abouchaar (2003) revealed that dynamic parental participation in the learning of their children concludes in positive results, once the children enter the high school. In addition, they recommended that in this period, conversing about aspiration is more significant than dynamic participation in the process of learning as in this period, parents don't have essential information and abilities to assist their children. Parental aspirations plays vital role in children education in terms of performance and career choice. Numerous factors shape parental aspirations regarding children education which ultimately influences the children attitude towards education. Parents with different demographic and psychographic characteristics have different expectations for the education of their children. Plenty of researches have been done in this regard at national and international level but it is matter of fact that very few focuses the insights of parent's aspiration.

Athanasou and Cooksey (2001) described that attitudes and behaviors that children adopt toward work are largely a result of parents' encouragement and influence. This, then affects what children think, say, and perceive about various careers. Most parents want their children to work for economic gain. Parental involvement in their children's education and choice of career has gained momentum recently and has been a concern of education policy makers. Parents have different educational aspirations for their sons and daughters. Further, he describes that probably the most prominent and direct explanation of the parents' aspirations and their children's academic achievement

relies on the assumption that parents learn something during schooling that influences the ways in which they interact with their children about all learning activities at home.

1.5.1 DETERMINANTS OF CHILD ASPIRATION

Aspirations are influenced by the personal as well as by the environmental factors. The personal factors that influence the aspirations level include self-concept, sex, interest, values, previous knowledge of achievement and collapse, encouragement and motivation and the environmental measure for the echelon of ambition include parental ambitions, socio-economic status, racial background, social expectations, peer pressure, competition and cultural traditions.

Aspirations are created by people's opinion about their self-aptitude. The conviction that one has an aptitude to effectively achieve an assignment promotes aspiration to attain in the dark phase of impediments and complications. As soon as persons gain faith on themselves that they can create the required results by their performance, they will make the essential attempt to attain their objectives even in the hard phase of life. Strand and Winston (2006) explained that children, who consider that they have the capacity to do so, have higher aspirations. Bandura et al. (2001) found that academic self-concept or insight of one's educational abilities elucidate a noteworthy percentage of the difference in construction of aspiration. Ray (2009) found that children might form their aspiration for their performance at school. If they are successful at school, they may target higher educational attainment and occupation that is more prestigious. On the contrary, school failure may lead to downward dip in their aspiration. The origin of an individual as an educational pupil has a primary role in the construction and preservation of aspirations.

Socio-economic factors are of vital importance in shaping aspirations of the children. Parent's socio-economic status refers to material support, which would give admittance to assets and knowledge assembling actions of occupational temperament. Parents' socio-economic status forms the backbone in providing financial and mental confidence to children. Bryant et al. (2006) explained that career expansion is a process that commences in youthful years of the child and that the family bears and plays a pivotal role. Smith (2007) results specified that there is an important dissimilarity among

elevated socio-economic status pupils and minimal socio-economic status pupils in all-purpose aptitude examinations and scholastic accomplishments. The statistics show that pupils from higher socio-economic status usually execute with better logical and intellectual standards compared to those with low socio-economic status. In addition, pupils with poor socio-economic background are comparatively prone to execute poorly on measures of scholastic attainment and all-purpose academic performance.

Parents' aspirations influence children's aspirations. Strand (2007) discovered that parents with high educational aspirations and awareness endow their children with personal computers, guidance and counselling. They involve themselves in their school activities, attentively supervise them, express tenderness, motivate them and help them achieve their goals through punishment and reward. Such good parent- readers have positive influence on the pupils, which help the pupils show good results in the academics and life. On the other hand, less parental participation in school proceedings, pessimistic insight of child's abilities or success, laying little important on education, or low educational aspiration for the child may all influence unenthusiastically on a formation of aspiration of young child. Mullis (2002) noted that parents could take many constructive steps to seek their children, including the following: they can persuade students to follow highly developed assignments, to devote major amount of time in their coursework and to dedicate maximum time in reading than to watch television. A curiosity in reading and learning can be encouraged by reading aloud to children holding family talks about reading materials, schoolwork and current events and to persuade frequent trips to the library to collect more knowledge about attractive subject matter. Healthy parent child relationship is one of the most significant determining factors of cognitive, emotional and social progress.

School motivation and engagement plays a pivotal role in the development of child's aspirations. Various studies indicated that highly motivated children have a propensity towards well defined objectives and they aspire to achieve education in its totality. Bond and Saunders (1999) discovered that pupils who are more occupied in school tasks and put in maximum efforts for good results, show greater school motivation. Schoon et al. (2007) revealed that pupil's greater school motivation is related to his higher aspirations and exam performance. Warou (2006) explored that the school

organization can have an optimistic or pessimistic impact on ambition development. If the child does not like the school, they may not like education in common, which can result into permanent troubles. Parents can assist children by listening to their child and find out why there appears to be a lack of concern in learning or have an aversion for the school because neither every school is for every child nor every technique of learning is suitable for every child.

Involvement in extra-curricular activities may also enhance the children aspirations. Involvement in the educational activities falling outside the scope of the regular curriculum may impart social understanding and familiarity that promote attainment and the orientation to succeed. Feldman and Matjasko (2005) found the subsequent differences between the pupils who partake in supplementary activities and the ones who do not, might report for their serious objectives. Further, researches showed positive correlation between aspirations of a pupil and his participation in the educational activities falling outside the scope of the regular curriculum. Parents sensed that there is a necessity to incorporate co-curricular activities in schools, to revise and modify the curriculum according to the changing and latest work culture and to employ specialized, well-qualified and professionally trained teachers for all the subjects. These current issues have also been identified by various educational organisations worldwide and have become a matter of concern for all. Steeves and English (1978) noted that in the United States in context of curriculum, the society wished and proposed varied curriculums for the schools. Apart from the core subjects namely English, Science, Mathematics and Social Science, there was stress on training program leading to an enlarged diversity of trained occupations for physical education as well as for educational studies for enlarged stress on science, on business studies, and on fine arts.

Peers play an influential role in the formation of pupil's aspirations. This is especially true in case of boys. Teenage is a span of life in which persons build up their character and improve their interest. In this period, the teenagers easily get negatively influenced, as well as the models and images all around them have a great influence on them. Yusuf (2008) explained that age mates are another feature in the acquisition of aspirations. If the child has difficulty in socializing or has friends with terrible impacts, they could be under achieving due to age mate stress. There is likelihood of being

distracted from education due to the values of the peers. It is therefore, essential that the parents have due knowledge of their child's friends and help them. Bada (2003) assured that age mates who are enthused to continue school may decide the approach of children towards future, profession and education.

Education of parents may help in the formation of aspirations among children. Smith et al. (1997) observed the relation between knowledge and education of parents and aspirations of children. Parents with extra learning have higher anticipations for their children's education, which helps in the better educational achievement for their children. Ginzberg et al. (1951) pointed that aspirations of children are directly influenced by the mother's education. The studies of (Howell & Frese, 1979; Russell et al. 1978) have discovered that the aspirations level of children is extensively associated with the level of mother's education. Westbrook (1981) summed up that though both father and mother are uniformly significant in encouraging their children without considering what their cultural setting is, but the education of mother had a stronger impact. The education of every member of the family is important, but if the females are highly educated then their influence in family matters is more. Studies have unveiled that highly educated mothers provide their children with better cognitive and language skills. Optimistic values towards ambition, learning, attainment and social mobility are usually seen among highly educated parents.

Racial discrimination may be stumbling blocks in attaining or expressing aspirations. For a considerable number of tribal children, the probability of attaining or possessing aspirations may be restricted at relatively young age by their school prohibitions or minimal activities and low level of prospects. Furthermore, children who belong to tribal families are constantly portrayed in the manifestation of difficulties and inconvenience. Buchanan et al. (2004) suggested that their right to use the public assets, knowledge and archetypes is more restricted than that of their corresponding persons. He further pointed out that the major hurdle to begin with aspirations was paucity of education and awareness. For example, parents who belong to poor tribal communities fail to provide their children the necessary parental encouragement and support that is directly associated with the accomplishment in the field of education because they do not have the adequate knowledge about the system of education. Cultural aspects or

expectations of the parents regarding suitable job for a daughter or a son could hinder their educational aspirations. Normally daughters get less parental support regarding their educational achievements, but its effect can also be seen in the case of sons.

Parental aspirations refer to idealistic hopes or goals that parents may form regarding future attainment. Parents who hold high aspirations for their children's future are likely to be more willing to exert efforts to ensure that those aspirations are realized. Wentzel (1998) defines parental aspirations as standards or goals for performance that organize and direct parents' behaviour towards their children. Parents are the first and the most significant teachers and have the most influential control on children. They are primarily helpers, monitors, coordinators, observers, record keepers and decision makers of children. Children who are protected with affection and care of their parents will be able to stay alive and in fact develop in the phase of anxiety.

Parents contribute more in the education and development of the youngsters those have lofty ambitions for their children. Sacker et al. (2002) mentioned that the association between parents' aspirations and their association in the education of their children possibly intensify as their children reach close to the realization of their educational objectives. Singh et al. (1995) revealed the fact that the aspirations of parents for their pupil education had the deep relationship with the success of pupils in all the dimensions of parental involvement. Fan and Chen (2001) also found that aspirations of parents had deep association with the success of their children in relation with parents' association, parents' administration and parent-child regular interaction. These results also emphasized the noteworthy function of aspirations of parents on the success of their children.

Parental aspirations show high correlation with parental contribution. A research done by George (1995) suggested four exercises of parents participation talks about assignments, talks about school and school task, assisting with assignments, and attending school gatherings and functions. The study unveiled that normally during the junior or senior years in the high school comparatively few teenagers have parents who uphold an active concern in their education. Moreover, the family contribution is the strongest interpreter of the outcomes of a child in the future. The above proportions are

significantly related with the inspiration of children to learn, remain attentive, task persistence, and receptive vocabulary skills. Family participation in education has been recognized as a valuable aspect in the learning of youngsters. Guryan et al. (2008) explained that the time used by parents in doing assignment of children improved over time. Nowadays, parents spend constructive hours with their children. Therefore, parents' involvement in children education improved as compare to earlier time.

1.5.2 DETERMINANTS OF PARENTAL ASPIRATION

The emerging perception on growing importance of education motivates the parents to appreciate their child's education. Such parents act positively and facilitate their children by providing appropriate schooling and holistic education. Nowadays, aware parents form an integral part of the decision making process and thus, shoulder the responsibility of choice making of their child's education future and career making. To assess the impact of parental aspirations on children education, number of factors influence parental aspirations such as family socio-economic status, parental self-efficacy, race and size of family, gender of children, parental background, and religion.

Parental socio-economic status was an important factor determining parents' aspiration for their children. A number of studies on parental aspirations (Davies et al. 2002; Garg et al. 2007; Kao & Tienda 1998; Teachman & Paasch, 1998) observed that parents' educational desires for their children are related to the existing socio-economic means. Schoon (2007) conducted a study on United Kingdom parents' aspiration and observed that 78% of parents in the maximum revenue quintiles wished their children to join institution of higher education on regular basis. Feinstein (2003) declared that socio-economic conditions negatively influence children's aspirations. Deprived parents do not have much time, wealth or power to dedicate to budding children's human capital. Such parents do not have much time to care for their children and are not much associated with connections that help in getting jobs.

Self-efficacy or parents' own parenting aptitudes play a pivotal position in determining their aspirations. The social learning theory proposed by Bandura (2001) explained that self-efficacy is the main conviction that one has the strength to produce effects by one's performance. Apparent self-efficacy has a decisive role in the

development of desires and the power of assurance to accomplish them. Bandura et al. (2001) elucidate that parents' opinion to support their children's involvement in educational chase may uplift the scholastic desires that they have for their children. Apart from the first hand instruction and support, children frequently have felt the strong power of success stories of their relatives. For the children, these success stories became epitome of what was likely to be attainable within particular work areas. Parents with high self-efficacy are generally more optimistic, authoritative, and consistent in their interactions with their children than are those with lower parenting self-efficacy (Ardelt & Eccles, 2001; Bandura et al. 1996; Olioiff & Aboud, 1991; Silver & Ireys, 1995; Williams et al. 1987).

Parental aspirations are also influenced by race and ethnicity. Ethnicity is a complex and controversial concept. It is multidimensional, as a cultural cluster is a group of individuals whose associates share some common characteristics, which could be both cultural, as language or religion, and geographical as a place of origin or a territory. Hill (2004) indicated that the ethnic values of the group to which the parents belong have strong impact on parental involvement in education. The researches by (Cheng & Starks, 2002; Kao & Tienda, 1998; Ogbu & Simons, 1998) mentioned people or society based disparity in the educational objectives parents have for their children. However, a study has found the other side of the coin to be true. Hill and Tylor (2004) stated that it is not certain whether or not parental participation differs across the ethnic group and that the influence of ethnic group on aspirations is significant.

Educational background of parent influences their aspirations for their children education. Parents who obtained more years of learning may pay more attention to children's education, build and facilitate a better learning environment for children at home, and have high readiness to sponsor higher education. Richard and David (1967) stated that education of parents influences parents' desire for their child's education. Such help, anticipation and the involvement of parents' affect success desires of teenagers. Parental aspirations in children's education is fruitful the more energetically concerned parents' result in higher insight of children regarding ability, their better performance in school and improve their desire for attainment (Grolnick & Slowiaczek, 1994; Stevenson & Baker, 1987).

Parents' aspirations are also affected by the perception of the school. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling. Hoover-Dempsey and Sandler (1997) expected that perceptions about the school would be a stronger determinant of parental behaviour directly related to the school and homework than of actions outside the auspice of the school, including investment in supplementary schooling and general cognitive stimulation.

A child's aptitude and attitude has a strong impact on the parents' aspirations. Parents' aspirations were certainly associated with children scholastic aptitude. Parents' aspire for those children who perform well in school, while parents may aspire less for those who are low achievers in and outside school. Thus, there may be a continuous and active association between parents' aspirations and their observations about the aptitude and attitude of their children. Parents' aspirations for children have been frequently seen to be completely related with the children aspirations and success. Parents' high hopes are more useful than having optimistic and hopeful attitudes towards the children (Astone & McLanahan, 1991; Bond & Saunders, 1999; Entwisle & Alexander, 1996; Ginsburg, 1986; Mau & Bikos, 2000; Sacker et al. 2002; Sewell & Hauser 1980).

Family size and the birth order of the child are found to have a significant influence on parental aspirations. (Davies et al., 2002; Marjoribanks, 2005 & Steelman & Powell, 1991) observed that children with less brothers and sisters are expected to entertain more parental attention and have more access to resources than the children from large families. The additional awareness and assistance result into improved school presentation. Miller (1976) examined that it is true, the resources and the attention invested in an individual child decreases as the family size and the birth order increases. A reduction in resources means fewer opportunities for education or may mean less knowledge of the children abilities and intentions. Therefore, both the family size and birth order have negative effects on the likelihood of holding aspirations.

Gender of the child has vital impact on the parents' aspirations. The patriarchal society with pre-specified gender roles expects men to be bread winners of their family.

Thus, the aspirations and outlook of the parents are shaped by this gender biased segregation of roles. Thus, more attention and resources is channelized for a male child compared to a daughter. Tilak (2008) suggested that families have diverse levels of spending on the schooling of their children. Gender differentiation is prevalent and families are normally against female children. The inclination of the parents to spend in the education of a male child than that of the female child is extensively established. The philosophy is same whether children are registered in public or private academic institutions. Such dissimilarities rise by rising levels of education. While overall, families inclined to pay less per student on the education of females than on males, but this reading requires to be improved further. Household expenses do not vary much by gender in the case of children going to public schools.

Parents are inclined to have less desire for educational and vocational aspirations for their daughters as compared to their sons. However, Duntman (1979) concluded that parents have advanced educational ambitions for their daughters than for their sons. Stewart et al. (2007) discovered that girls' parents were more likely than boys' parents to anticipate that their child would go regularly to the university. Strand (2007) stated that parental desires were usually more for females than males. Also, disparities on the basis of traditions and customs exist Black African parents have no gender disparities; whereas Pakistani and Bangladeshi parents give more importance to boys than girls. Parental biases against girls tend to reduce, once girls start going to college.

The impact of better remuneration and future monetary security has a prevailing influence on parents' aspirations for their children. Wealth was directly associated with improved livelihood standards and parents foresee their children's affluent career. Parents intend that their children should have the maximum possibility to get work with a handsome salary. This possibly is a cause for parents to aspire that their children should pursue professional vocation through which they can earn money as a freelance. Parental perception as a form of parental aspirations plays pivotal role in the life of children during and after the education. Panda (1995) carried out work on parent's perception about sending their children to get education, through self administered questionnaire distributed among 100 parents in Sukkur district. Results revealed that parents perceive

their children to get education in order to improve economic well being. Secondly, parents perceive their children to acquire academic related skills while getting education.

Parental aspirations are also inspired by the efficacy and aptness of a job in metropolitan and rustic conditions. Parents aspire that the children should opt for that career which can help them in getting service both in urban as well as in the rural areas. Parents aspire that their children should smartly opt for the career so that the knowledge they gain in those careers can be effectively utilised in both urban and rural areas, and should become a source of regular income for them. Saiti & Mitrosili (2005) explored that with the international recognition to technology related careers now, the demand for well qualified people in technology is high. This could be why some parents want to enroll their children in technology related subjects because of the likelihood of better pay and because of a better chance of getting a job as soon as the job training is over. Parents want their children to pursue vocational careers in which they may be self-employed. Parents may also want their children to pursue careers that would be different from the usual ones such as teaching and nursing, but which can still accumulate social status.

Aspirations are a continuous and a never ending process. It occurs over the life course, by interacting with the shared surroundings. It is dependent on budding information of personality and job, and the way of thinking about the association between the two that results with the cognitive expansion. Number of studies assessed the relationship between the desires of the parents and their intensity of contribution in the education of their children. Parents with advanced targets for their children were more concerned about the education and the career development of their child. Parents' desires for their children are inspired by what they perceive and what would be in the benefit of their children in the near future. Such an impact was more apparent among those parents who were aware about the current economic activities going on around them and who remain updated about the upcoming fashions of service by daily reading newspapers and magazines.

1.6 REVIEW OF RELATED LITERATURE

Review of relevant literature forms an integral part of any research activity that helps to build a clear vision and plan of action with reference to any specific aspect of the

study. In view of the above consideration the researcher undertook an extensive review of the related literature to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results. The synoptic views on different studies conducted in India and abroad along with their major findings as available through various authentic sources published in print and electronic media have been presented in the following heads: attitude towards education, spending pattern, socio-economic status and aspiration level.

1.6.1 REVIEWS PERTAINING TO ATTITUDE TOWARDS EDUCATION

Hilal (2016) conducted a study on Muslim parents to find out their educational attitude towards children education. Sample comprises of 100 respondents in which 50 male respondents and 50 female respondents were taken part in the research. Parents' attitude towards education was measured through Questionnaire comprising 23 statements which is developed by Patnaik and Samal (2012). The respondents were required to show their like and dislike with each of the statements about the education of children in a four-point Likert scale. Mean scores were computed independently for male and female respondents and high financial status and low financial status. The 't' test was utilized to look at the significance of difference between male and female respondents and additionally high financial status and low financial status concerning their attitude towards children education. The discoveries demonstrated that the attitude towards education of respondents was moderately favourable and positive towards educations of children. Further, the results related with the attitude of father and mother specifically reported that father and mother exhibited similar attitude towards children education. In others words there was no difference between father and mother attitude towards education of their children. Additionally, results related with the influence of socio-economic status of parents on attitude towards children education indicated that high socio-economic status parents exhibited positive attitude towards education of their children as compare to parents having low socio-economic status.

Bordhan (2014) conducted work on parental attitude towards schooling of their children. The study aimed to evaluate the attitude of parents towards the education and

schooling of their children. The study examined the information from 145 parents, who had one or more than one school going youngsters. Out of these, 116 parents from tribal families and 29 parents from non-tribal families. The age group of the sample was 25-35 years belonging to the tribal populace of Sonapur Village of Kamrup (Metro) areas of Assam. A 23-items scale was used for social event information alongside individual interview. The outcomes demonstrated that the attitude of guardians was respectably moderate and positive towards teaching and schooling of their children. The results also demonstrated that there was no significant difference in the attitude of tribal and non-tribal guardians towards children education. Sexual orientation contrast was moreover not high. The contrast in the middle of tribal and non-tribal respondents was clear in their feasible arrangements to give facilities to higher studies for their children.

Oundo (2014) dealt with guardian's state of mind towards instructive association and scholastic execution of secondary school understudies in Samia regions. The study cohort included 1804 children, 80 guardians and 51 educators. Purposive testing was used to select a sample of 18 teachers and 36 guardians while stratified random sampling was used as a part of the determination of 180 children. The findings of the study demonstrate that parental attitude towards educational involvement influences student's performance of day secondary school students in Samia region.

Patnaik and Samal (2012) conducted a study on 116 parents belonging to tribal families and 29 families belonging to non-tribal families and concluded that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children; there was no significant difference in the attitude of tribal and non-tribal parents. The study suggested that, although government endeavors at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard.

Rojalin (2012) conducted a research to study parent attitude towards education. The study examined the information from 145 parents, 116 parents from tribal families and 29 parents from non-tribal families. The age group of the sample was 25-35 years belonging to Santoshpur town of Sundargarh area with dominant tribal population. A 23 component questionnaire was utilized to gather information apart from personal

meetings. Mean scores and 't' test was used to examine the significance of difference between the tribal and non-tribal communities as well as across gender with regard to their attitude towards children's schooling and education. The results reveal that overall, the attitude of the respondents was found to be moderately favourable towards schooling and education of their children. The research elucidates that emerging consciousness concerning education and struggles and movements related to education through mass communication all over the nation and major sections of the society have appreciably influenced all sectors of the community, comprising the tribal populace. The importance appended to formal education and literacy of children has significantly developed relative to periods of pessimistic approach regarding learning and schooling and where want of literacy were major stumbling blocks for providing school education to the children in a tribal society. Earlier education was regarded as waste of time and wealth as its result was supposed to be indecisive and insignificant. In the contemporary period, the importance and the results of education are extremely valued by people due to constant endeavour to provide education and improved consciousness by means of knowledge, expertise and technical development. Also, the research established that the cause for the unfavourable approach regarding school education amongst the respondents might be because of their low socio-economic position. Firstly, the respondents were generally deprived of a standard salary with a nominal monthly payment varying from Rs 3000/- to 4000/- and major source of income from farm and other manual labours. They had not much understanding of the amenities of the city and urbanized surroundings. Their current surroundings and atmosphere shaped a constrained mindset regarding school education that failed them to realize a close association of education with their child's bright future prospect. Secondly, parents especially fathers who belonged to the salaried class are likely to be more conscious about the significance of schooling and thus are expected to spend more in the school education of their children.

Dogar et al. (2011) carried out work on Pakistani parents to overview the attitude of parents towards the education of their girl child. The motivation behind the study was to analyze the relationship between education and the attitude of parents and to discover the relationship between income and attitude of the parents. Populace of the study comprised of the parents of the girls selected randomly living in three groups (Model

Town, Township and Shahdra) of varying economic stratifications. Sample was selected through attendance registers and those students whose parents were uneducated were barred from the list. From rest of the students, 100 students were chosen randomly. Attitude scale was distributed amongst the chosen students, with solicitation to get it filled in by the individual parents of the chosen students. In perspective of the discoveries of the study, the following conclusions were framed; parents have very high positive attitude towards the education of their girl children; mothers have similar high positive attitude towards the education of their girl child. The poor level of education of parents and economic status does not autonomously relate to the attitude towards the education of their girl child, however when level of income and level of education are focused together they indicated positive association with the attitude towards the education of their girl child. Suggestions were made on the basis of the discoveries that Special provisions ought to be given to low income parents to promote girl child education, and that their inspirations are used to the best enthusiasm of female education. Massive motivational campaign may be launched by the Government and Non-Government Organizations to promote awareness on female education.

Vellymalay (2010) conducted a study on Indian students studying in National Medium Tamil School in Kerian district located in the state of Malaysia. The purpose of his research was to find out if parents' education level impacts the attainment of children. The research revealed that 85.3% of the parents exhibited more contribution in inspiring their children to attain scholastic achievement. Approximately 77.4% parents frequently discussed with their children about their future prospects. Also, 75.3% parents exhibited more participation in recognizing difficulties confronted by children in doing homework. 78% of the parents also converse with their children regarding their classroom activities to have a general idea regarding the activities and behaviour of their children in the school. They also collected details from their children regarding the activities conducted by the school authorities. Also, 71.3% parents prepared proper time tables for their children to be followed at home to implement discipline and time punctuality. Approximately, 58% of parents noticed their children homework. Approximately, 64.7% parents helped their children in doing their school homework when the child found it difficult. Also, 71.3% parents showed high interest in assisting their children to prepare

for their school examination. 56% parents usually gave extra reading materials like journals, periodicals, glossy magazines and news papers to provide extra knowledge to the children to facilitate them in acquiring scholastic achievements. Lastly, 54.7% parents arranged extra coaching for their children to enhance their academic performance. Mostly parents opted for coaching classes that were carried out by skilled and qualified teachers. 68.7% parents are able to find out the academic difficulties confronted by their children in school. Many parents regularly interacted with the class teachers of their children to obtain feedback about their performance in the school activities and to confer about the academic difficulties. A total of 77.4% the parents regularly scrutinized their children's scholastic performance. Also 64% parents understood the learning style of their children at school by conversing with their teachers.

Numerous parental variables have been observed to be connected with children's psychosocial development. These variables incorporate child rearing style, parental connection, parental regulation, and parental level of education. These elements have been found to have a positive impact on children's scholastic execution, character development, self-regard, social fitness, independence, fulfilment with the school experience and non-scholarly encounters. Child rearing style is one variable that may influence children's development. Hinkelman and Luzzo (2007) analyzed the impact of child rearing styles on scholarly accomplishment and administered a questionnaire to school going children to decide the relationship. It was found that authoritative child rearing style was emphatically related to children's scholarly achievement. In other words, those parents displaying warmth and reasonable order styles had children with more significant scholarly achievement in school. This study recommended that child-rearing style may be connected to child scholastic achievement. Further, explored the relationship between child rearing styles, particularly the autonomy support versus psychological control measurement, on children scholarly modification and found that not just is there a critical relationship between child rearing style and scholastic achievement, however, it was intervened by the level of personality arrangement.

Number of analysts carried out work on effect of family structure on teenager's educational accomplishment and demonstrated that teenagers in single families appreciate benefits in educational accomplishment, in addition to the more financial

resources, more parental association, higher educational desire, and more network resource. Grandparent co-dwelling, youths in multigenerational intact families appreciate an extra little point of interest in educational accomplishment than those living in atomic intact families. Kuan (2000) explored the impact of family type on children's educational accomplishment. Researcher utilized the first wave survey data of two youthful partners in Taiwan and found that the expansion of an organically related grown-up like a grandparent is gainful to children educational accomplishment. The positive contribution of the grandparents to child's accomplishment, however, is relying upon the one or two biological guardian in the family. It appears that when both biological parents are available in the family, a grandparent can bring a positive but instead little point of interest to children's educational accomplishment. The positive contribution of a grandparent is much more significant when there is one and only biological guardian present in the family, particularly for the more youthful children. The presence of a grandparent, however, can't make up totally the misfortune because of the non-attendance of one biological guardian. Conversely, children from the three non-intact family types suffer from less resource and lower accomplishment. In addition, despite the burdens of the three types of non-intact families were fundamentally the same, the adverse impacts of 'all other types' of families on educational accomplishment decreased largely upon the expansion to the model of socialization assets than upon the monetary assets. The findings recommended that the parental socialization practices of 'all other types' are not on a par with that in the two single-parents type. In particular, as educational desire of the 'all other type' is reliably the lowest in both accomplices, it is the lower parental desire of child' last educational achievement. Consequently findings demonstrated that parental association is lower in step-families with respect to single-parent families.

The child rearing styles depend entirely on particular behavioural pattern that impact the mental improvement of children. Each of the style affects the general enthusiastic and mental development of children. These patterns vary in disciplinary measures, warmth and specialized techniques and control and development level. Every style varies in the methods of execution the preparation techniques of youngsters. Child rearing style are moulded by the parents formative history, education, personality, the child's conduct, parent's work, parental marriage, family fund and the parents life.

Likewise, parents in various societies, from various social classes, and from various ethnic gatherings raise their children in different ways. Fuligni (1997) found that child rearing style falls into three primary classifications- authoritarian parents, permissive parents, and authoritative parents. Authoritarian parents are inflexible and correctional. They have extremely strict principles and demoralize expressions of disagreements. Permissive parents have next to zero control over the conduct of their children. If any guideline exists in home, they are followed inconsistently. Basic purposes behind rules are given, however, the youngsters chose whether they adhere to the principles or not? Parents have few desires of their children and force little with inconsistent control. Authoritative parents give their children law and conflicting bearing. The children demonstrate more like the parents, and parents act like the children. Authoritative parents are firm, setting limits for their children. As the children get older, these parents attempt to prevail upon and disclose things to them. They additionally set clear objectives and energize their children's' autonomy.

Durkin (1995) expressed three reasons, which remain for the relationship between authoritative child rearing style and scholarly accomplishment: first he argued that parents with authoritative style give enthusiastic security to their kids, giving them a feeling of self-sufficiency, furthermore, they help their children to be effective in school exercises. Secondly, these parents clarify their children the results of their activities. In this way, children procure a feeling of information and comprehension of their parent's standards, aspiration, and objectives, which are connected with school exercises. Thirdly, authoritative parents maintain equal contact with their children. They bolster their children, urge them to perform well in school, and clarify the requirement for education in order to become a successful child. Interestingly, permissible parent's children are immature, ill humoured, subordinate, and have low self-control. The children of authoritative parents passage best in that their social abilities are high, they are agreeable, confident, free and helpful. An uninvolved child rearing style is characterized by few requests, low responsiveness and little correspondence. While these parents satisfy the children's fundamental needs, they are by and large isolated from child's life. In extreme cases, these parents may ever reject and disregard the requirements of their children. Uninvolved child rearing does not imply that parents leave the children to develop as

orphan. However, the responsibility level would be much lower than all other child rearing style would. The busy schedule at work, the hustle bustle of way of life keep parents far from children. They find little time to go through with kids.

Education assumes an essential part in upgrading the level of thinking and way of life. Educated parents exchange the value of education to their children who influence the goal level and achievement of the child. Children's achievement or failure in school is most prompting inquiry for educational exploration. Prior researches supported the idea that parent's education is a standout amongst the most critical variables affecting children achievement inspiration. Exceedingly educated parents have more prominent accomplishment in giving their children the psychological and language aptitudes that add to early achievement in school. The association of parent's education with their children's achievement inspiration in scholastic territory is intervened by parent's beliefs and behaviours. There is still much to comprehend about what part of parental beliefs and behaviours are liable to be impacted by their educational experiences. Education of father assumes a critical part in the improvement of achievement inspiration in scholastic era of children. Luster et al. (1989) found that father education had strong impact on scholastic achievement of girls in early evaluations, while its impact on boy's scholarly achievements was seen in later evaluations. The outcomes uncovered that there is significant difference in four groups of young people based on father's education level. Higher the level of father's education, better the achievement inspiration of children in characteristics of home like family income, occupation, home, kind of school, neighbourhood opportunities and learning opportunities are influenced by the fathers occupation and education level, which assistant impacts the children inspiration towards education. Sen (1992) led study on impact of parent's education level on achievement inspiration of young people. He concluded that mother's educational level significantly influenced the achievement inspiration of the teenagers in scholastic era. Achievement inspiration in scholastic era was found more among teenagers having postgraduate parents. Fathers' education level had significant impact on the achievement inspiration of the youths in scholarly era. Accomplishment inspiration in scholastic era was found more among young people belonging to post graduate and graduate fathers than secondary and higher secondary school educated fathers.

1.6.2 REVIEWS PERTAINING TO SPENDING PATTERN

Hilaire (2014) completed his work on the major factors of health expenditure with particular focus on catastrophic health expenditure. Finding of the study pointed out that household income are positively and significantly connected with the spending plan. Household size and the quantity of elderly individuals in the family were found to have significant and positive effect on the event of catastrophic expenditure. Further finding also uncovered that the household with catastrophic expenditure have low spending plan for education, nourishment and these expenses contrast with household without catastrophic health expenditures. The presence of catastrophic health expenditure is significantly and negatively connected with spending plan offer to education.

Shankar and Manimaran (2013) completed work on scheduled tribe of Pachamalai hills. The study tried to comprehend the financial states of tribes. The sample size of the study was 401 houses related with tribals among these houses 30% of houses were chosen through systematic random sampling. Self arranged interview schedule was utilized to gather information from the respondents. The interview schedule comprised of data in regards to age, sexual orientation, educational qualification, religious introduction, domical, financial status, wellbeing status, life style, family structure, nature of occupation. From results, it was summarized that more than one fourth (29%) of the respondents were in the age of 45 or more. Concerning the respondent's family type, more than half percent (57%) of them were from atomic family and not as much as half percent (43%) of the respondents were from joint family. With respect to the educational status of the respondents, majority (69%) of them had education and less than one fourth (31%) respondents were observed to be uneducated. The findings revealed that less than half (42%) per cent of the respondents live under rooftops, less than one fourth (23%) dwell in tiled house and 17% of the respondents live in cottage and concrete house respectively. Concerning occupational status of the respondents, it was observed that half per cent of the tribes do farming work. One fourth of the respondents are working in woods on every day basis, 13% of the respondents' occupation was hunting which was considered to be as one of the conventional occupation for tribes and little than 12% of the respondents were utilized in cottage industry. To the extent the respondent's month to month salary is concerned, not as much as half (43%) of them acquire Rs. 1000-2000,

more than one fourth respondents (35%) monthly pay is between Rs. 2001–3000. The finding of this study revealed that more than half (54%) of the respondents do not get any help from the government and more than one third (37%) of them get help from the government occasionally. It is surprising to know that only (9%) of the respondents get government help as often as possible. It was also noticed that about one-third (32%) of the respondents were having loan. Similarly, as health issue is concerned, majority (60 per cent) of the respondents were suffering with typhoid, 16% of the respondents had chicken pox, 13% of the respondents were infected with malaria and 11% of the respondents had whopping cough. The findings showed that majority (67%) of the respondents have negative behaviour patterns like smoking and drug addiction. Results indicated that more than half (53%) of the respondents take treatment from government healing centres, less than one fourth (23%) of them take treatment from private doctor's facility and (24%) of the respondents prefer traditional treatment.

Saving is an essential macroeconomic variable to be concentrated on under the domain of the monetary arena on a person as well as family basis. In a nation like India, the income standard is uncertain and lead to more consumption instead of saving which has now been a focal issue. If the saving is low, then the investment will also be low and prompting low capital formation. Nayak (2013) directed a study on Odisha household to discover the determinants and pattern of saving conduct of rural household of western Odisha. The sample comprised of 300 rustic household of Sundergarh area of Odisha. These 300 families from Sundergarh area were chosen and a cross-sectional primary data was gathered by personal interview strategy. The determinants of saving were calculated empirically by a linear regression method. The pay, level of expenditure, consumption pattern and saving habits was taken as the criteria for drawing the sample. The present study uncovers that the APC (Annual Per Capita) and MPC (Monthly Per Capita) of the rural households fluctuates as far as the circulation of salary and occupation i.e. as such, the most minimal salary group (the agrarian works and the non-rural works) have the highest marginal propensity to consume which lead to lowest marginal propensity to save when contrasted with the other income groups. The study found that the vast majority of the rural households have low educational status which is bringing about less consciousness of the general population towards the advantages of saving. They are even

careless towards their wellbeing and consumption of alcohol is extremely noticeable in these households. Gedela (2012) analyzed the determinants of the saving behaviour of the tribal and rural families in the area of Visakhapatnam. Responses of 120 families had been gathered from both tribal and rural families by utilizing interview schedule. This study used the Multiple Regression Model and Logistic Regression Model for discovering the determinants of saving behaviour of family located in tribal and rural area. The outcomes uncovered that the age of the head of the family, sex, dependency ratio, pay and wellbeing expenditure are significantly affecting the saving behaviour in the whole study area. In the tribal range, dependency ratio and wellbeing expenditure has extremely influenced family saving. Income is the most pivotal variable of the saving behaviour in the whole study. Issahaku (2011) carried out work to assessing the determinants of financial saving and investment amongst the most underprivileged area capitals in Ghana, the Nadowli in the Nadowli District of the Upper West Region. Essential information was gathered from the family of Nadowli. Personal meetings and discussions were enthusiastically sought with the selected families in order to receive fair responses about saving and investment. Two separate compound linear regression models were settled for saving and investment. The variables utilized saving, investment, household income wards, resources, educational status as the determinants of saving. The results indicate that age and resources don't significantly affect saving. The elements that constrain family investment are occupation, consumption, resources and saving.

Sethia (2013) studied in depth the customer consumption patterns in India in pre and post change period by using MMRP (Modified Mixed Reference Period) strategy for MPCE (Monthly Per Capita Income) estimation. The study demonstrated that there was a critical distinction in the consumption patterns in the pre and post change period. Food was estimated to represent around 57% of the value of the normal rural Indian's family consumption amid 2009-10. This included 14% for grains and oat substitutes, little less than 8% for milk and dairy items, and 8% on vegetables. Among non-food thing classifications, fuel for cooking and lighting represented around 8%, garments and footwear for 6%, health costs for little more than 5%, travelling and education for around 3.5% each, other consumer services for 4%, and customer durables for 3.5%. For the normal urban Indian, more than 44% of the value of family consumption was represented

by food, including 8% by cereals and 7% by milk and its items. Share of a large portion of the food items in total consumption expenses was higher in rural India than in urban India, processed food and fruits being special cases. For non-food items groups, the share was often higher in urban India. The most noticeable differences were if there should arise an occurrence of cereals (urban offer: 8%, rural offer: 13.8%), rent (urban: 6%, rural offer: 0.5%) and education (urban: 8%, rural: 3.6%). In the major states, the share of nourishment in rural MPCE (Monthly Per Capita Income) changed from 46% for Kerala and 48% for Punjab to 64% in Assam and 65% in Bihar. In the urban regions, it shifted from 40 to 41% in Kerala and Maharashtra to 52% in Jharkhand and 53% in Bihar and Assam. The share of grains in complete consumption in rural India fluctuated over the significant states from 7% in Punjab and Haryana to 21% in Assam and Bihar. In urban India, the share differed from 6% for Haryana, Punjab and Kerala to 13% in Assam and 15% in Bihar. The budget share of cereals was 23-24% for the base decile class of rural India but fell with increase in MPCE to around 7-8% for the top decile class. In urban India, the share of oats fell from 18-19% for the base decile class to 3-4% for the top decile class. The budget share of milk and dairy items in rural household consumption was seen to increase with MPCE (Monthly Per Capita Income) level from 3 to 4% in the base decile class to 9% in the ninth decile class. For urban India, in any case, the share was higher for the center third of the populace than for the most noteworthy decile classes. The share of fuel and light in family customer consumption was around 10-11% for the base decile class in both divisions. With increase in MPCE (Monthly Per Capita Income) a fall of around 6% was seen in the top decile class for rural India and 5% for urban India.

Noel (2014) led a study on black households to analyze the income distribution and spending patterns. The sample consists of 11000 families. The significant findings of study were that low-wage Black families spend \$16,627 in total annual expenditures in contrast to high-pay Black families who spent around \$50,000 or more. Housing was the greatest use for both types of families. For the high-wage Black families, housing was 34.2% of the aggregate yearly consumption. For the low-salary Black families, it was about portion of the aggregate yearly use, at 45.5%. Food was another large spending classification for both sorts of families. Although, it made up just 12.7% of aggregate

uses for high-wage Black family, contrasted and 23.5% for low-wage Black families. Transportation and individual protection and pensions made up just 11.5% and 1.9%, separately, of aggregate consumption for the low-salary Black families. In any case, for the high-salary Black family, these shares were 17.1% and 15.0%, respectively. Cash contributions, for example, charitable donations were a little use classification in which low and high-salary Black family varied. Cash contribution was 2.1% for the low-wage Black family and 4.6% for the high pay Black families. Among the remaining consumption classes, mixed drinks, attire, human services, recreational expense, blooming charges, education, and other expenses, low-wage and high-salary Black family had similar expenditure share. Tobacco and smoking supplies was the major expenditure incurred in which low-pay Black families spent both a higher share and a higher actual dollar cost than their high-salary counterparts. For low-salary Black family, tobacco and smoking supplies was 1.5 % (\$248) of their aggregate use yet made up just 0.3%(\$218) of aggregate use for high-wage Black families. Ricciuto (2006) conducted a study on Canadian families to study the relationship between socio-demographic elements and food purchase. A secondary analysis of data from the 1996 family food expenditure survey was conducted (n=10 924). Parametric and non-parametric strategies were used to investigate the impacts of family size, composition, salary and education on the extent of amount spent on every food group and the quantity brought from every food group. Study uncovered that household size, composition, income and education together clarified 21–29 % of the variety in food buying. Families with older adults spent a more prominent part of their salary on vegetables and fruits while families with youngsters acquired more noteworthy amounts of milk items. Higher salary was related to acquiring a greater amount of all food groups however; the associations were non-linear, with the strong impacts at lower income levels. Families, where the reference individual had a college degree bought more vegetables and fruits, less meat and alternatives and "other" food items with respect to families with the low educational level.

Quang (2012) carried out a work on determinants of educational expenses in Vietnam using Vietnamese Household Living Standards Survey (VHLSS, 2006). This study explores the components influencing family consumption on children's education. The study found that household income had significant impact on educational expenses.

In most cases, increment in the wage of the family was constantly connected with an expansion in educational expenses. Further, family where the family heads had a higher education or with expert employment upgrades, the probabilities of educational expenses were high. Study additionally uncovered that families with more primary school-age or secondary school-age children spend more on education, while family with pre-school-age or school age children spend less on education. These outcomes demonstrate that families with more assets and better human capital are the individuals who can spend more assets on their children's education.

Mukharjee and Satija (2012) directed work on the consumption pattern of the rising white collar class in India and expressed that Indian working class is not a homogenous gathering. In food there are particular inclinations crosswise over states and even inside of states. There are local contrasts in branded and non-branded items and ability to pay for such items. In a review of 300 Indian white collar class and high salary shoppers, Mukherjee et al. (2012) found that working class Indian purchasers in urban areas like Kolkata and Chennai incline towards Indian brands and mid-value ranges for items like shoes and handbags while those in urban areas like Mumbai and Delhi prefer high-end/luxury brands or unbranded items. The study also demonstrated that inclination for brands change crosswise over item classes, for example, with regard to watches and dietary supplements, customers to a great extent buy marked items. In cases like clothing, footwear and handbags, they purchase both marked and non-marked items, while in classifications like fresh fruits and vegetables, the bulk of the buys are non-marked items.

Rao and Rao (2010) in his work on scheduled tribes of Andhra Pradesh of India focussed mainly on analyzing the elements impacting inter tribe varieties relating to the determinants of the relative socio-economic backwardness of the selected primitive tribal gathering compared to plain tribes. Similarly intra tribe's variations on the front of variables decide the relative socio-economic backwardness of the tribes among the primitive tribal (PTG) gathering and plain tribes with the assistance of logistic regression model. The analysis relating to the elements deciding the intra tribe varieties with respect to socio-economic backwardness among the selected PTG, uncover that, the generally higher degree of the social backwardness of the Kondh PTG families was highly dictated by their demographic variable family size (57%), their poor levels of literacy (39%) and

low level of calories intake detrimental for their health status (28%), compared to the other chosen PTG Porja tribe families. Essentially, on the front of element deciding the relative higher degree of economic backwardness of the chosen Kondh PTG family was concerned, it is much affected by their lower size of operational holdings (80%) and their excessive consumption on intoxicants and ceremonies and functions (89%). The other variables like annual salary or work participation rates do not readily affect their relative poor economic status compared to chosen families of the Porja PTG family in the study region. The analysis relating to the elements deciding the intra tribe varieties in the relative economic backwardness among the selected plain tribal families reveals that, the moderately higher degree of the social backwardness of the Konda Dora family is tremendously determined by their poor levels of education (88%) and low level of calories intake which is deciding their health status (47%) compared to other selected plain tribals like the Bagata tribe families in the study region. The demographic component family size has not impacted the economic well-being of Konda Dora tribe. Additionally on the front of components deciding the relative higher degree of monetary backwardness of the sample Konda Dora families was concerned, it was significantly affected by their lavish consumption on intoxicants and ceremonies and functions (53%) and their generally low level of annual salary (20%). The variables like, their operation land holding size or work participation rates were not able to impact their relative poor economic status when compared to sample families of the Bagata plain tribe families in the study range.

Tilak (2008) conducted a study on determinants of household consumption on education using NCAER (National Council of Applied Economic Research) survey data on Human Development in rural India. Major objective of the study was to understand the effect of demographic burden of the family (size of the family), caste and religion on household consumption on education. The outcomes showed that the household consumption on education per student varied by caste. The consumption on education was less on account of the scheduled populace (scheduled caste and scheduled tribes together) than on account of others (non-scheduled populace). Mostly the consumption was less on account of scheduled tribes in contrast to scheduled caste yet, this example does not hold always, especially in the event that we analyze the expenditure pattern in

private schools. Study also stresses that the socially and financially weaker sections like the scheduled caste and scheduled tribe families spend significant sums on the securing of education, including primary and upper primary education. In a significant number of states, scheduled tribes need to spend a great deal more than what "others" (non-schedule families) need to spend on getting primary education even in government schools. In Himachal Pradesh, scheduled tribe families spend Rs. 966 for every child in government schools, while scheduled caste families spend Rs. 752 and "others" spend Rs. 760 in comparison to Punjab, Tamil Nadu and North eastern. Similarly, scheduled caste of Kerala and Gujarat spend more than others on primary education. It is true that the scheduled populace may need to spend on travel, and so on as schools may not be situated inside of the habitation or at close proximity.

Komicha (2007) carried out a research on farm household economic behaviour with reference to saving, credit and production efficiency under imperfect financial market situations in light of information obtained from household survey led in two areas of south-eastern Ethiopia from September 2004 to January 2005. Variables like the interest rate, loan imbursement time, type of loan, credit information and loan size, significantly influenced this barrowing behaviour of farm household. The study used farm household survey data collected through organized questionnaire, which covered crop and livestock products, non-farms activities, income, consumption, saving and barrowing activities of the farm households. Results demonstrate that around 62% of the farm households had saving in monetary and physical resources yet all farm households (around 90%) had investment funds held informally. This was clarified more by issues of motivators and chances to save than by their ability to save. It proposed that monetary organizations with simple access, low exchange costs, higher genuine profits for funds and helpful withdrawal of reserve funds might motivate the individuals who hold budgetary investment funds informally to channel their funds into the formal institutions.

Jang et al. (2003) examined travel expenditure pattern of Japanese delight explorers to the United States by income level. The findings showed that the high-wage travellers spend essentially more than the others do. The outcomes additionally demonstrated that the higher the salary, the longer was the duration of stay of the travellers. They additionally inferred that age was a critical variable in the high-pay group

also with more established explorers having a tendency to spend more. Sex was not observed to be an impacting variable in travel spending. High-pay workers had a tendency to be heavier spenders and they tended to utilize credit cards all the more as often as possible, and first-time travellers spend more in the non-high salary group and in overall sample. Overall, the results show that income level was clearly a component associated with family's travel plan. Findings revealed that family with higher pay levels tended to take a greater number of excursions and spend more per outing than families with lower wage levels. Along these lines, past exploration discoveries uncovered that there was a huge relationship between explorers's wage and travel spending.

Juararu (2001) led a study on educational cost, private interest and higher education in China. The data was gathered from urban household survey of the statistical agency of China. The outcome indicated that private cost, expected earnings, individual preferences, family background are imperative determinants to higher education enrolment status. Among the independent variables, private costs, expected earnings, parental education and family wage background, altogether impact private interest for higher education. The coefficient of four free variable that were factually huge give an idea that private expenses were inversely related to individual enrolment status in higher education demand. However, the normal income has significantly huge positive coefficients on individual selection for higher education. It implies that the likelihood of individual decision to enroll in higher education is inversely associated with the expected expenses, yet positively related to expected income. Besides this, parental education and family economic background also had constructive outcome on individual decision to enroll in higher income expect to build better learning ambience for children. They had strong eagerness to pay for higher education than parents with lower education and salary background.

Li and Min (2000) analyzed the college students' educational expenditure, money resource, and eagerness to pay for higher education, and observed that family monetary backing is the major financial source of college students in Beijing's schools and colleges. About 82% of educational costs originated from family. In a four-year and two-year open higher education institution, 76% of individual educational expenses originated from families, while in professional universities, 94% of individual educational expenses

originated from families. The results of analysis on eagerness to pay show that the ability to pay for higher education fall with the expansion in educational costs. At the point when educational cost is 3,000 yuan and below, there is no critical contrast in ability to pay for higher education crosswise over various levels of pay. However, when educational cost achieves 4,000 yuan, it creates the impression that there is significantly different eagerness to pay among various levels of pay and higher wage students have more strong eagerness to pay than their classmates from lower wage families. At the point when educational cost is at the level of 4,000 to 6,000 yuan, differences in eagerness to pay among various levels of pay remain similar to each other. While educational cost reaches or crosses 6,000 yuan, contrast in ability to pay among various levels of pay gets higher.

Cai et al. (1998) explored and investigated the household expenditure pattern on trip and vacations. The proposed model had been catered on four tourism item classifications (i.e. food, loading, transportation, and sightsee/entertainment) by a household to its disposable income, and other financial and demographic variables. Other than disposable income, different elements were classified into three groups firstly, family life cycle variables, include age and marital status of household head, number of youngsters less than 16 years old, and number of adults at 16 years old or more secondly, social class variables, include occupation and education of family head and lastly, social and topographical variables, include race of family head, and region and location of residence. The study indicated that there is strong relationship of income and each of the four use classes. Blacks are found to spend less on some tourism items than Whites and different races.

1.6.3 REVIEWS PERTAINING TO SOCIO-ECONOMIC STATUS

Aliyu (2016) carried out work on Nigerian students to find out the influence of financial status on academic accomplishment of senior secondary school students. Three hundred and eighty two students were inspected from the aggregate populace of six thousand nine hundred and thirty five drawn from ten schools. Stratified random sampling technique was used for the selection of sample. The Pearson Product Moment Correlation Coefficient was used to analyze data. The results demonstrated that there is a

positive relationship between the family financial status and academic accomplishment. There was an outstanding situation by students with poor family background performed preferable academically over those from strong family background. In light of these discoveries, it was suggested that government should provide benefits to poor students irrespective of financial background and government ought to provide a favorable school environment and more enrich educational programs that will remunerate the adverse impact of low financial status of a parents.

Gabriel et al. (2016) led a study on Nairobi children to analyze how parental financial status and association in children learning exercises can impact scholarly accomplishment of children. A descriptive survey design using a sample of 125 respondents including 91 students, 18 educators and 16 guardians were utilized to execute the research. The instrument for data collection was questionnaire for students, focus group discussions for educators and interview plans for guardians. The quantitative information from the surveys was analyzed through descriptive statistics while, the subjective information from interview was overseen through thematic methods. The findings of the study demonstrated that parental financial status and school inclusion powerfully affects children's scholastic accomplishment. The results indicated that guardians' financial status and contribution in learning exercises were encouraging components towards great scholarly accomplishment among children. It was hence, suggested that unemployment ought to be controlled. The most ideal approach to promote education among poor students ought to offer grants, free books and other stationary. Basic education ought to be made altogether free and the administration ought to significantly consider stretching out additional assistance to the amazingly powerless students. What's more it is prescribed that the administration ought to find a way to raise financial status of individuals and particularly, those living in urban areas.

Obiyo and Eze (2015) undertook a work on parental socio-economic status as an indicator of vocational aspiration of secondary school students in Nigeria. The quantitative study received ex-post-facto research plan. Two research objectives and one hypothesis were used for the study. A sample of 400 students from 20 schools in Nigeria, incorporating students with special needs was selected. Research questions were examined with mean and standard deviation, while analysis of variance (ANOVA) was

used to test the hypothesis. The study demonstrated that parental socio-economic status was not a strong indicator of vocational aspiration of secondary school students. It was suggested that as educational level of people impacts their thinking and how they succeed to create their influence, life-long learning effort ought to be heightened to get students incorporating those with exceptional needs edified particularly in decision of employments.

Roy and Mondul (2015) conducted a research on socio-economic state of scheduled caste populace of Kanupur town of Birbhum regions of West Bengal. Multi-stage random sampling had been used to conduct the study. Primary data was collected through the already outfitted questionnaire of 2015. The outcomes reveal that 93.33% household were male headed. Out of the sample households, around 45.56% families depended on farming and 40% depended on sericulture. The source of their employment was agribusiness and sericulture thus these methods for work were excessively essential and eminent for their survival. The sex ratio showed an adverse proportion with 873 females for 1000 males. However, foeticide of female child in the study zone ought not to be taken as the reason for this adverse sex ratio. The results also revealed that among the source of income, cultivation and sericulture contributed a major proportion. The sample households, as indicated borrow credit on low scale.

Al-Matalaka (2014) concentrated on the relationship between parent's socio-economic status and parental involvement strategies in their children's education among Jordanian parents who had enlisted their children in government schools. The sample for the study comprised of 150 Jordanian students who finished their education at government schools. The sampling technique was purposive. A questionnaire was used to get quantitative information from respondents on parental socio-economic status and their involvement methodologies in their children's education. The outcomes showed that regardless of parental socio-economic status, parents were found to be included in their children education. However, the educational level of the parents had more significant effect on parental contribution than parental occupation and income. In view of the findings of the present study, the parents were observed to be included in identifying the learning pattern of their children, also identifying homework given to the children while they were in the school. They were probably included in helping their children with their

homework if the children confront any trouble. In addition, they were prone to talk about their children school exercises so as to comprehend the exercises and different things that their children do in school. The parents were also more involved in identifying the scholastic issues confronted by their children at school so that to talk about it with the teachers and with the principal keeping in mind to discover the best answers for these problems. In addition, parents also frequently inspired their children to direct their education in an appropriate manner. Thus, the study refutes to an extent the assumption that there exists correlation between socio-economic status of the parents and parental involvement with their children education.

Singh (2014) highlighted that the social and financial deprivation among scheduled castes had been most prevalent during pre and post-Independence. The study addresses the financial status of the scheduled caste in Kangra district of Himachal Pradesh state (India). To fulfill the objectives, 250 scheduled caste male and female were chosen for the study. Information was collected through interviews and Fuzzy Cognitive Mapping. The narratives were recorded, processed, analyzed and tabulated in order to derive major themes and sub-themes. The outcome in light of qualitative analysis revealed that the socio-economic status of a few respondents was bad. It is hard for them to provide quality education to their children. A large portion of the households relied on horticulture. However, due to various concerns, the agricultural production or yields were low. Majority of respondents lived in semi-kutchha houses. A majority of the households had access to water and electricity. The only main rural programme known to villagers was MGNREGA. Many of them took advantage of this programme. Major reasons for institutional bank loans taken by the respondents were for education, health and other reasons. All the respondents had cellular telephone facility; however, vehicle facilities were low. A large portion of children availed education in private school within the town area. There prevailed ignorance and unawareness on various government schemes and programmes for promotion of education among the villagers. All most every household had animals like dairy animals, wild oxen, sheep, and goats and so forth. Livestock rearing remained confined to self sustenance and its commercial utility remained negligible. Dowry system prevailed in the society rampantly. Caste hierarchy existed in general in the society. Because of MNREGA financial status of the scheduled caste

women improved. Women to an extent due to their increased labour participation and expanded family leadership shoulder the financial responsibilities of the family. The social and monetary status of scheduled caste improved because of the educational changes, furthermore, due the reservation to the scheduled caste individuals in various fronts.

Socio-economic class is a consolidated estimation of monetary and social position of an element compared to the rest in the social arena. It influences the availability of assets, business design, nourishment and security and so on. It regularly predicts the mental and behavioural parts of a sample as learning, disposition, recognition, reception, change-inclination, level of desire, risk bearing capacity, monetary inspiration and so on. Roy et al. (2013) work on scheduled caste farmers of Almora district of Uttarakhand tried to explore the socio-economic class of hill farmers in relation to their adoption of improved farm practices which were implying higher yields, returns, appropriate usage of regular assets, practical business security and food and nutritional enrichment. The study was conducted in the Bhagar Tola and Maninagar towns of Dhauladevi block in Almora district of Uttarakhand during 2011-12. Sixty farmers were chosen randomly. Ten variables viz. classification, age, education, occupation, social participation, landholding, herd size, cultivating knowledge, annual income and material ownership were chosen to assess the socio-economic class. Data was gathered through an organized interview scheduled by individual interview method. The study demonstrated that 58% of the respondents were in scheduled caste and rests were in unreserved class. The normal age of the respondents was 42 years and most of them had medium education level (63.33%). Horticulture was the sole occupation of 25% farmers apart from other auxiliary occupations like manual labour, petty shops, driving and so on. Majority were found to have medium level of social participation (78.34%). The average landholding was 0.40 and with medium herd size among 66.67% of respondents. The respondents had a moderate cultivating background of 19 years. The vast majority of the farmers had medium levels of annual income (55%) and material ownership (60%). On the whole the study uncovered that 26.67% of farmers were in the low socio-economic class, 55% of farmers belonged to medium socio-economic class and 18.33% farmers belonged to high socio-economic class.

Alam (2012) carried out work on Urdu medium school students of Hyderabad to investigate the relationship between their socio-economic status and academic performance. The sample comprised of 221 students of Class Xth chosen randomly from 16 Urdu medium secondary schools in Hyderabad. Socio-economic status scale of Rajeev Lochan Bhardwaj was used for collection of data. Data investigation included the use of Pearson's product moment coefficient of connection to quantify the relationship between socio-economic status and academic performance along with t-test to measure the significance of difference between these variables. The outcome uncovered highly significant relationship existing between socio-economic status and academic performance of male and female Urdu medium secondary school students. The outcomes affirmed that male students of high socio-economic status performed academically better compared to the male students of low socio-economic status. In the case of young girls, there is no significant difference in the high and low socio-economic status on the measure of academic performance among female students. In this way, it can be presumed that there exists gender difference in the measure of academic performance at high and low level of socio-economic status.

Maswikiti (2012) studied on South African students to discover the impact of financial status on quality of education and academic performance of students. His study uncovered that financial status and quality of education affect school children's academic performance and execution on general academic working. Participants were 79 youngsters between the ages of 12 and 15 years from different Cape Town schools. The sample consisted of students from both high and low financial status families, and with varying characteristics of education. The children's general intelligence was measured by using Wechsler Abbreviated Scale of Intelligence (WASI). The children's scholarly accomplishment was measured using the two latest school reports. As anticipated, results demonstrated that youngsters from high financial status families and with a high calibre of education scored better on the WASI compared to low financial status families and with a low quality of education. The study also, uncovered a fascinating association between financial status and quality of education: Participants from low financial status families yet with a high calibre of education scored altogether better on WASI execution IQ measures than members from low financial status families and with a low quality

education. These results recommend that children from low financial status families in South Africa may be at a grave inconvenience as far as their capacity to succeed scholastically, however, that quality of education may be a more critical element than financial status in deciding levels of general scholarly working. Further it demonstrates most importantly that high financial status youngsters perform significantly better in general intellectual measures and scholastically, and second of every one of that children going to a school with high quality of education perform fundamentally superior to anything children going to a school with a low quality of education. These results are extremely alarming in light of the fact that low financial status and low quality of education is a reality amongst dominant part of South African children and youth, implying thereby the necessity for change for better.

Socio-economic gap results in gap in education and learning accomplishments between those of a lower financial foundation and those of a higher financial foundation. Serious economic challenges may postpone the involvement of parents in the education of their children and may even suppress it. Zaden (2011) undertook a study on Israel children to investigate the relationship in education and financial disparities. The education system in Israel announces its aims to give equal chances to the children of all the populace in the nation to narrow the gap and to uplift the weaker populace divisions. In reality, there exists a lot of imbalance and social and monetary differences between the distinctive populace groups, for the most part of Jews and Arabs. In this research work a multi-decision survey was used to gather information from 408 parents of students of different ages from various schools. The study found that the higher the pay of the guardian the more prominent was his inclusion in the education of his children. Parents that have a low level of pay find it harder to accomplish a position of impact compared to parents of a higher pay level. It was additionally found that parents of a medium financial circumstance take an interest more in individual exercises than parents of a low financial circumstance, and are more concerned with the accomplishments of their children than parents of a superior financial circumstance.

Santosh and Ravdeep (2009) led a study on secondary school students of Jalandhar district of Punjab, to discover the relationship between financial status and vocational interest of secondary school students. Sample comprising of 400 students was

taken through stratified random sampling technique. Financial status scale by Dr. S.P. Kulshrestha and vocational interest record of Dr. S.P. Kulshrestha were used for data collection. Further, data was analysed through chi square test. Findings of study reveal that vocational interests of the high and average financial status students don't vary altogether in 10 areas (literacy, science, executive, commercial, constructive, artistic, agricultural, persuasive, social, and household), it is only in one area (literacy) that there exists significant difference between two groups. High financial students were more interested in literacy area than average financial status students. Further, in case of low financial status students the findings show that no huge difference in option for vocational hobby. In one area of scientific interest, they differ significantly. The students from average financial status group were more interested for scientific area than their partners from low financial status group.

Magnuson and Duncan (2006) conducted a study on low financial status children and found that financial status was an essential and strong indicator of child's academics. Further, he contended that there are both negative indirect and direct impacts of financial status on low financial status children, for example, absence of resources and socially differing background like educational recreational exercises and taking in materials from at an early stage, for example, a visit to the library, theatre and gallery or even educational or social excursions, which restrains their intellectual development and effects on their school performance. They contend that different social encounters, situations, assets, ways of motivation and type of schooling broaden child's scholarly horizon early on their development. On the contrary children with low financial status do not have this exposure that keeps them back. Low financial status children confront a few obstructions, for example, introduction to packs, drugs and a home front that is not helpful for learning and higher scholarly execution, which puts them at a grave disadvantage to their high financial status partners.

1.6.4 REVIEWS PERTAINING TO ASPIRATIONLEVEL

Bashir and Bashir (2016) carried out a work on Kashmir secondary school students. The reason of study was to investigate the association between educational aspirations of the secondary school students with parental encouragement and to discover

the difference in educational aspirations and parental encouragement of secondary school students on the basis of gender. This study was conducted on a sample of 400 students studying in secondary schools of Kashmir division. Level of Educational Aspiration Scale by Y. G. Khan (2011) and Parental Encouragement Scale by R.R. Sharma (2010) was utilized for accumulation of information. To discover the difference in educational aspirations and parental encouragement of the secondary school students on the basis of gender, t- test was used and to discover the relationship between educational aspirations of secondary school students with parental encouragement, Pearson's Product Moment Coefficient of Correlation was utilized. The findings discovered that there exists no significant difference between male and female secondary school students in their educational aspiration and parental encouragement. Further, the results indicated that there exists a positive significant relationship between educational aspirations of secondary school students with parental encouragement.

Jung and Zhang (2016) investigated the relationships among multiple aspects of parental involvement (English proficiency, school involvement, control and monitoring of children), children's aspirations, and achievement in new immigrant families in the United States. Sample comprising 1255 parents of school age children. Structural equation modeling analyses revealed that parental English proficiency and involvement in school education are related to children's academic achievement, cognitive development, and English language ability, directly as well as indirectly, through children's educational aspirations. Parental control and monitoring is not beneficial to immigrant children's cognitive development, although variations were found across different groups. They also observed intriguing findings regarding gender and racial or ethnic diversity. Based on their findings, they provide recommendations for the fostering of academic success and the design and implementation of educational programs and practices for immigrant children.

Mallick and Dar (2015) conducted a study to explore the influence of adjustment problems on career aspiration of the adolescents. It was a descriptive survey study, comprising of three hundred adolescents taken from higher secondary schools of three districts of Jammu and Kashmir from each district 50 adolescent boys and 50 adolescent girls were selected by using simple random sampling technique. Youth problem

inventory and career aspiration scale were used to collect data. The mean, percentage, t-test and co-efficient of correlation were used in order to analyze the data and interpret the results. The study revealed that 14.6% adolescent boys had higher, 84.70% possessed moderate and 0.70% had low levels of career aspiration. In case of adolescent girls, 21.33% showed high, 77.40% had moderate and 1.33% possessed low level of career aspiration. The data reflected that both adolescent boys and girls of Kashmir possessed moderate level of career aspiration.

Doumer and Brandom (2013) carried out a work on indigenous children of Peru to analyze the role of aspiration in schooling of indigenous children. The outcomes demonstrated that at age 8, being indigenous had a significant and negative impact on the level of aspiration, however, this impact does not hold when the financial background of the children is considered. Further at age 12, ethnic group has no significant impact on the level of aspiration. Hence, being indigenous is not a significant factor of aspiration level, once the level of external barrier is controlled for. The research revealed that indigenous children have their lower aspiration between ages 8 and 12 than non-indigenous children. On the contrary, study found a negative impact of being indigenous on the likelihood to lower aspiration between age 8 and 12. Indigenous children are more aware of racial discrimination when they grow up. Contrary to non-indigenous children with the same external barriers, they tend to reconsider their aspiration more regularly.

Dsouza (2012) directed a study on secondary school students to determine the relationship of stress in students with their vocational aspiration and academic achievement. Two stage sampling method was used. At first stage, stratified random sampling was used for selection of students from Nasik city. At the second stage, incidental sampling method was used for accessibility of students from every school. Self built stress scale was utilized for data collection and vocational aspiration scale by Pandachira, M. P. The relationship between stress and vocational aspiration is seen to be negative, negligible in magnitude and insignificant on account of boys (how much) however significant on account of girls at 0.05 level. Study demonstrated changing patterns in vocational aspiration. There is no more shortage of vocation opportunities accessible to students today. Not at all like the olden times when there was a restricted decision of vocations, now there is a monster of decisions to browse. Students were

allowed to pick a control of their liking and capacity. This task was eased by career guidance facilities available to help students to select a mindful and insightful decision of profession. Days are gone when parents chose the occupation of their children. Parents today are more involved and obliging in advising their children regarding their decisions of vocation. Further, the study explored that the relationship between vocational aspirations and academic achievement was positive, low in magnitude and significant. This could be attributed to the fact that students today are given career guidance and counselling to help them make more informed and better career choice.

Reed (2012) undertook a study on parental aspiration and found that, financial status attributes significant role in figuring out whether parents have high educational aspiration for their children. While observing financial status he included parents job satisfaction, their life-satisfaction (prosperity), their locus of control, and their religiosity for exploratory reason and presumed that job satisfaction, life-satisfaction (prosperity), and religiosity, had no impacts on parents aspiration for their youngsters. Being satisfied or dissatisfied with their job or lives did not influence parent's aspiration for their children. Locus of control also had no impact on parent's aspiration for their children. Parents who felt to have a high level of control over their lives were less likely to have high educational aspiration for their children than parents who felt generally. Further, the outcomes demonstrated that unmarried parents are more probable than married parents to have high educational aspiration for their children, regardless of that unmarried parent possess a lower family income than married parents. This finding is generally novel, regardless of the fact that a handful of studies have analyzed the impact of marital status or family structure e.g. "intact" versus "non-intact" families on parental educational aspiration for their children. Past studies discovered either that there is no relationship between parent's marital status and the educational aspiration they have for their children or that being unmarried (or in a non-intact family) contrarily influences parent's education aspiration for their children (Garg et al., 2002; Steelman & Powell, 1991; Teachman & Paasch, 1998).

Joyce (2009) conducted a research on rural China. The purpose of study was to explore whose aspiration matter in education within the household, and how variables, for example, wage, wealth, and child age influence the relative importance of these

aspirations, a proxy for decision-making influence. The research first investigates the determinants of parents and children aspiration for schooling, and consequently investigates the different components that influence the relative importance attributed to parents and children schooling inclinations on school continuation. Using longitudinal survey data from rural China the study uncovered that in more burdened families, parental aspiration for their children was very high and less sensible than children aspiration, which have a tendency to be lower and reflect real performance and abilities. Even though income was a significant indicator of parent's aspiration in the primary stage results, parental aspiration for poorer families may at present remain too high with respect to the actionable aspiration window, and hence lose importance when compared to children's aspiration. Further, results showed that higher-income families, fathers kept higher impact and bargaining power, possibly due to more control over resources. On the other hand, in poorer family, the child had more say over his or her own educational decisions since parents may have lower capacity to hold resource hostage. Furthermore, the study uncovered that, riches are a huge positive indicator for parent's aspiration, and mothers have lower aspiration for female than male children. High child aspiration is a significant indicator for staying in school and strongly correlates with mother's aspiration, yet does not impact school continuation. Conversely, father's aspirations don't foresee child's aspirations, yet altogether impact school continuation, particularly of boy. Age composition influences the father's and child's aspiration, indicating that an intrinsic motivation matters more at higher levels of education. Income level is positively related to father's level of aspiration, but negatively to that of the child.

Spera et al. (2009) undertook a study in parental aspirations for their children's educational attainment in relation to ethnicity (African American, Asian, Caucasian, Hispanic), parental education, children's academic performance, and parental perceptions of the quality and climate of their children's school. The data for this study was gathered from parents of middle and high school students from a large public school system within a culturally diverse county. The sample consist 13,577 middle and high school parents. Two objective questions were analyzed in this study. The first research question asked was: to what extend do parental aspiration for their children's education requirement fluctuate by ethnicity, parental education, and children's academic performance? The

second research question asked was: to what extent do parental perception of school climate identify with the educational aspiration parents hold for their children, subsequent to controlling for ethnicity, parental education, and children's academic performance? The results demonstrate that parents, paying little attention to their ethnic background, have high education aspiration for their children. Despite the fact that ethnicity was significantly related to parental aspiration, this relationship faded when parents' own particular level of educational attainment and their children academic performance was considered. Parental views of school ambience were poor indicators of their aspiration for their children. However, moderating impacts were found that Caucasian parents with lower levels of education had altogether bring down educational aspiration for their children than did parents of different ethnicities with similar low levels of education. In spite of the fact that the quality of the relationship between parental perception of school related elements and parental aspiration for their children educational attainment was not strong, it was most predictive of non-Caucasian parental aspiration for their children.

Mang (2009) carried out work on Chinese children and investigated that children with high aspiration generally had higher scholastic capacity (as measured by math and language scores) or relied to be the future essential supporters of their guardians. Birth order, gender, salary, and wealth variables did not appear to fundamentally influence the level of aspiration. Father's education was marginally significant. Children aspiration gave an impression of being influenced by mother's aspiration however not father's aspiration. Particularly since mother assumes a key role in the consideration giving of youngsters and are generally more included in their lives, mother's aspiration seemed to have a more impact than father's aspiration. Generally, children education aspiration was better related to actual scholastic inclination and performance in comparison to parental aspiration. Conversely, children's aspiration seemed less associated to gender, wage, and wealth than parental aspiration. In their childhood, children might be more forward-looking than their parents, or basically ignorant of credit and budgetary limitations. Children aspiration additionally did not seem to vary altogether by birth order and family size. Children who trust that they shall bear future financial obligation may covet more human capital for future income. Aspiration drops at age 12 in male and female children, roughly coinciding with the period of elementary school completion. A

short time later, aspirations rise more forcefully for male children than for female children probably as a consequence of a socialization process that young boy over young girl or self-confinements connected with gender role stereotype. Outstandingly, of children at the age level of completion of secondary school, average aspiration for males increase, while that of female falls. Recognizing that the formation of aspiration starts early and changes throughout life because of children's own expanding comprehension of their own capacities and subjective sense of chances and challenges.

Parental contribution has been characterized as representing to a wide range of parental behaviour and child rearing practices, for example, parental aspiration for their children's scholastic accomplishment and convey of such aspiration to their children. Parental aspiration referred as standards or objectives for performance that arrange and direct parents' behaviour towards their children education. The impact of parental aspiration on children's attitude to study further mathematics in higher education has not been investigated thoroughly. Keleanthous and Williams (2009) worked on parental variables influencing children's attitude to concentrate further mathematics and the role of parental aspiration specifically. The study examines students' view of parental impact on their attitude to concentrate further maths both quantitatively and qualitatively. A scale was intended to measure student's perceived parental aspiration, motivation to learn science and maths self-efficacy. The questionnaire was administered to 300 students in Cyprus and the measurable results showed that parental impact was not statistically significant ($p=0.98$). 22 students' perceptions of parental influence were analyzed through interview. An astonishing finding of the present study was that perceived parental impact did not have a statistically significant impact on student's attitude to concentrate further on mathematics. This discovery seems to contradict with the findings of (Aunola et al., 2003), who reported that parental aspiration affect student's attitude towards mathematics. These opposing results may be because of the ways that parental aspirations were accounted for students. If parents had self-reported their aspiration for their children's future education, perhaps parental aspiration would have had been demonstrated statistically significant. This study conveyed to light, different ways in which children see parental impact for the most part through the qualitative data gathered with semi-organized interview. A conceivable clarification, why children said they were

not affected by their parents can be attributed to their age. At this age, youths desire for self-governance, students in youthfulness experience identity formation period which may clarify why they declared they are not impacted by their parents in their decisions. In spite of the fact that child rearing and character formation are progressively interlinked, and underscore that parents continue being an important source of socialization for their developing youngsters, even in late youthfulness, these adolescents attempted to protect their way of life as self-governing and free identities by denying that they were impacted by their parents. Parents may respond positively when the youngsters make an autonomous decision of his or her study or profession, instead of actively encouraging the students to make such a decision. Consequently, the “uninfluenced” students unconsciously makes the “right” choice for their parents by autonomously settling on their own decision.

Gutman and Akerman (2008) directed a work to discover how educational and vocation aspiration in specifically are shaped and created because of various situations and circumstances and the degree to which aspiration are related with inevitable results. The results of study demonstrated that girls from minority ethnic gatherings and from higher financial background tend to hold higher aspiration than their partners. Parents from these gatherings also had a tendency to attain higher aspiration for their children. On the other hand, socially underprivileged gatherings, for example, teenage parents had a tendency to have low aspiration for themselves and for their children. In general, the individuals who had, or whose parents had, high aspiration, had better results, even when considering individual and family factors, yet this is not a widespread impact. There are a few groups for whom high aspiration doesn't prompt higher accomplishment. Specifically, there is a gap between educational aspiration and scholastic accomplishment for young people from lower financial status and from some minority ethnic gatherings and a gap between occupation aspiration and vocation accomplishment for females. In reference to the question what are the obstructions and facilitators for high aspiration? Study predicts that practical and attitudinal obstructions to the development of high aspiration are evident. Money related requirements may confine a few groups access to opportunities and empowering resources, for example, computers and private tuition. Similarly, a few people are restricted by earlier achievements and decisions, for example,

leaving school or turning into a guardian at a young age. But, attitude is also important. Youngsters who trust they can achieve and who attribute their success to hard work, as opposed to luckiness, or destiny have a tendency to have higher aspiration than their companions. Parents with less budgetary assets tend to hold lower aspiration for their children, and youngsters from socially privilege have a tendency to have lower aspiration than their more advantaged peers. Further study found that ethnicity impact aspiration. Parents from most minority ethnic gatherings by and large hold higher aspiration for their youngsters than White British parents, while youngsters from these groups also had higher aspirations. The study also noticed that girls consistently had higher aspiration than boys. Parents also had higher aspiration for their little girls than their children, in spite of the fact that this is an inversion of the circumstance in past eras. Conventional families who need their little girls to marry youthful are prone to hinder educational and occupational aspiration.

Sharma and Jaswal (2001) examined the relationship of Academic Stress with parental aspiration and parental attitude. Contrasts among boy and girls in selection of science and humanities stream were concentrated on with respect to academic stress and aspiration and attitude of the parents of the teenagers. The study was conducted in four selected senior secondary schools of Ludhiana city. A sample of 120 senior secondary students was drawn randomly. Additionally their 221 parents (110 mothers, 111 fathers) were contacted for recording of relevant data. The sample was equally distributed among humanities and science students i.e. (n=60). Equal number of boys and girls were drawn from both the streams to study gender differences. Academic scale for children by Singh and Sengupta (1986) was utilized to evaluate academic anxiety of the students. Parental aspiration scale by Grover (1987) was used to evaluate parental aspiration from students. Parental Attitude Research Instrument by Saxena (1979) was used to evaluate the parental attitude of the respondents. Chi Square test was used to analyse the difference among the respondents with respect to academic stress, parental aspiration and parental attitude of students. Correlations were processed to find out the relationship of academic stress, parental aspiration and parental attitude of students. The outcomes clearly showed that no gender related or stream related differences were seen with respect to academic stress of the respondents. Students in all the four classifications i.e. science boys, science

girls, humanities boys and humanities girls were equally anxious as far as academics was concerned. Parents were found to share views with respect to their aspiration from their children as far studies were concerned. However, parents of science boy group held a more inspirational state of mind with respect to the education of their children compared to the girls group. No significant relationship among academic stress, parental aspiration and parental attitude of students was seen subsequently showing that family is not the only component that compels academic stress on children though it could constitute a contributing factor.

Singh et al. (1995) investigated the impact of various components of parental involvement on the accomplishment of Eighth graders. He recognized four components of parental involvement, specifically, parental aspiration for children's education, parent child correspondence about school, home-structure and parental support in school related exercises. He highlighted that 'Parental aspiration' refers to the parent's desires and desires for the children proceeding with education. Parent child correspondence refers particularly to class related matters. Home structure refers to the level of order applied by the parents to demand homework completion and to restrain possibly diverting exercises (e.g. viewing T.V.). Whilst, parental involvement in school refers to parent support for and investment in school and class capacities. Further findings demonstrated that parental involvement in school exercises had no impact on accomplishment whilst home structure had a slight negative association. Parental contribution as guardian youngster talks had a moderate effect. Parental desire affected accomplishment both specifically and by implication through discourse. To give some thought of the size of this impact it can be contrasted with the impact of earlier accomplishment. Earlier accomplishment was normally the best indicator of children's available accomplishment. It was a decent measure of all the past impacts of family foundation and the child's capacities. He demonstrated that parental aspiration was the element that had the greatest effect on children accomplishment, once social class elements had been considered.

Overall, above reviewed literature regarding parents attitude towards education illustrated various incoherent and debatable results. It is evident that few researchers (Bordhan, 2014; Rosalin, 2014; Hilal, 2016) found that parents possess moderately favourable attitude towards child's education. While, Dinesh and Chandrashekher (2014)

highlighted that tribal and non-tribal parents possess similar attitude towards children education. On the other side, Doger et al. (2011) claimed that parents possess high attitude towards children education but income of parents has no significant influence on parents' attitude towards education of children. Further, impact of parental educational attitude as researched by (Durkin, 1995; Fuligni, 1997; Hinkelman & luzzo, 2007; Oundo, 2014) explored that parents' attitude towards education and child rearing practices influence academic performance of children. Thus, there are ample evidences that parental attitude has a central position in the child's overall expansion and has a strong impact on his education. Numerous studies have been done in the area of parental attitude towards education and have different opinions, still there is need to explore the variable.

An analysis of literature review reflects that there are not many studies on spending pattern of scheduled families at the macro level. But in general, there are many studies regarding spending on education which support that income is a major influential factor on spending on education. Few researches regarding spending on education (Juararu 2001; Li & Min 2000; Quang, 2012; Tilak, 2002) claimed that income, occupation, private cost, expected earnings, individual preferences, education of head caste status and income of family are directly related with expenditure on education, beside other factors, income of parents is one of the most controversial factor that influence the spending pattern. Similarly, Chen and Min (1999) stated that high salary families spend more on education than low salary families. Saving, health and travelling is another domain of overall spending of family, which also influence the spending pattern of family. The researches of (Gedela, 2012; Nayak, 2013) highlighted that age, sex, dependency ratio and income affect the saving behaviour. While, Komich (2007) found that saving behaviour is affected by motivators and chances to save not by the abilities to save. Hilaire (2014) found that size of family, elderly members of family and income are significantly connected with spending on health. Further, researches of (Cai et al.,1998; Jang et al., 2003) stated that travelling expenses are positively related with income. Sex was not observed to be impacting variable in travelling expenses. Most of the few economic studies on the scheduled families concentrate on their educational and occupational structure and deal with its effects on their welfare. While studies abound on

the spending pattern of scheduled families for various expenditure domains. Still there is need to work on spending pattern of scheduled families.

An analysis of literature reflects that there are socio-economic related differences found in children education. On impact of socio-economic status, researches by (Alam, 2012; Hansen, 2006; Magnusan & Duncan, 2006; Maswiki, 2012; Santosh & Ravdeep, 2009; Singh, 2014, Zedan, 2011) highlighted that socio-economic status adversely affect outcomes of school children. Further, on impact of socio-economic status on parental educational attitude several researches (Aliyu, 2016; Boudon, 1974; Field, 1981; Gabriel et al., 2016; Ho Sui-Chu & Williams, 1996; Katsilis & Rubinson, 1990; Lueptow, 1975) reflected that parents with low socio-economic status, consider that the outcome of their children's development is not under their control compared to parents who have higher socio-economic status. While, Al-Matalak (2014) stated that regardless of socio-economic status parents contribute more on children education. Some studies (Roy et al., 2013; Singh, 2014) reviewed that socio-economic status is significantly affected by caste, landholding, annual income, material possessions and social participation. There have been several researches on effect of socio-economic status on parents' educational attitude both in aggregate and by its various components. Such studies exist both in India and in other countries of the world. Besides other factors, socio-economic status is one of the most debated factors that contribute towards the education of children. The most prevalent argument is that the socio-economic status not only affects the quality of children education but it also affects the educational attitude of parents. But researches on socio-economic status of scheduled families have yet not attracted the interest of researchers in India. Therefore, for holistic development of Indian society still there is need to work on it.

Parental aspirations play an important role in children education and certainly influence the success of children. Therefore, aspiration is not only a component which can be taken for granted, but also it is at the heart of a child's achievement and has a far reaching impact on the future of children. Earlier researches (Hofer, 2008; Hahs-Vaughm, 2004; Sen, 1992) have shown that the level of parent education influence the aspiration of their children. While, Singh (1995) reviewed that parental aspiration had significant influence on children academic achievement. On the other hand, Keleanthouse

and William (2009) opined that parental aspiration had no significant influence on children higher education. Regarding the relationship between parental aspiration and children aspiration level, most researchers (Gutman & Akerman, 2008; Joyce, 2009; Sharma & Jaswal, 2001) disclosed that gender, ethnicity, socio-economic status, income, wealth and child age are positively correlated with parental as well as children aspiration. Few researches (Doumer & Brandom 2013; Spera et al. 2009; Reed, 2012) have highlighted that parents had high aspiration for their children education regardless of ethnicity and marital status. Regarding the relation between children aspiration and academic achievement (Dsouza, 2012; Mang, 2009) found positive relationship between children aspiration, vocational aspiration and academic achievement. Few researchers (Kune, 2000; Khatoon, 2008) carried out work on impact of family type on parental aspiration and revealed that both children and parents are not influenced by family type. Many studies have been done in different parts of world on attitude towards education, socio-economic status, parental aspiration and aspiration level with inconsistent findings. So, it becomes imperative to demonstrate a clear understanding of the plausible relationship between these variables, pressing on the need for further intensive investigation. The brief analysis, reveal numerous concerns associated with the problems and struggles of under privileged groups. In depth assessment of these reviews impart deep comprehension of the prevailing inequities, discriminations, lack of enthusiasm, impulse and consciousness among scheduled groups.

1.7 SIGNIFICANCE OF THE STUDY

The dichotomy of social structure of our Indian society that is primarily based on caste, class discrimination and prejudices gives birth to a hierarchical divide of the society into privileged and under-privileged classes. The birth of a person decides the fate of his social privilege. Ever since independence, various efforts have been made by the State complimented by non-government organizations to ensure expansion of education. Yet, the decadal comparisons in the growth of education in India indicate that the targets remain unaccomplished. The educational levels of the marginalized and under-privileged remain grim compared to rest of the society. Several factors consequently affect such outcomes. Amongst these variables, socio-economic status, parental attitude, their enthusiasm to offer education to their children, their mindfulness in regards to education

and so on play a vital role. In the present scenario, education serves as a source of development. The function of education is not only to make people self sufficient, but also it brings changes in society and improves overall moral of the society. It is an irrefutable fact that without the support of parents, all hard work made to acquire education will be greatly hampered and will bear no fruits. There is ample evidence that parent's attitude has a central position in the child's overall expansion and has a strong impact on his education. Numerous studies have been done in the area of parental attitude towards children education and have different opinions still there is a need to explore the variable.

The present study aims to examine whether the scheduled caste parents, today, display a positive and great state of mind towards their children's education, because of expanding consciousness of education through Government attempts and activities. Therefore, this research work is a humble endeavor to investigate the influence of parents' attitude towards education. Many researches on parental attitude towards children education tend to focus on socio-economic status of the parents and highlighted that parent's attitude towards education is mainly influenced by their socio-economic status. The purpose of the present study is to investigate the impact of parent's socio-economic status on parental attitude towards education and to trace the strength of their socio-economic status and its influence in inspiring the child to achieve academic success. The influence of parental aspiration on children aspiration level has not been investigated thoroughly. The aim of this research study is to investigate relationship between parental aspiration and aspiration level of their children of scheduled families. Parental aspiration plays an important role in children education and certainly everyone desire for the success of children. Therefore aspiration is not only a component which can be taken for granted, but also it is the heart of a child's achievement and has a far reaching impact on the future of children in terms of learning, occupation, way of life, proceeds, social security, and job contentment. Researcher also intends to explore the spending pattern of scheduled families and tries to find out the influence of spending pattern on attitude towards education of scheduled families. Researches on spending pattern of family are empirical in nature but very little comparative researches have been done till date in this part of the country. Most of researches on family spending pattern

have been carried out abroad, where these issues attract new and growing interests. Although there is a long history of researches on spending pattern of family with respect to different domains of spending but researches on family spending pattern with respect to parental attitude towards education are very few. The present study intends to see the spending pattern and its influence on the attitude towards education of scheduled families.

The brief analysis, in the field of parental attitude towards education illustrated various incoherent and debatable results. It is evident that few researchers (Bordhan, 2014; Rosalin, 2014; Hilal, 2016) found that parents possess moderately favourable attitude towards children education. While Dinesh and Chandrashekher (2014) highlighted that tribal and non-tribal parents possess similar attitude towards children education. Similarly, (Durkin, 1995; Fuligni, 1997; Hinkelman & Luzzo, 2007; Oundo, 2014) opined that parents' attitude towards education and child rearing practices influence academic performance of children. Several researchers have found that the level of parent's education is another factor influencing the aspiration of their children (Hofer, 2008; Hahs-Vaughm, 2004; Sen, 1992). Others have found parental aspiration influence the aspiration of children (Saiti & Mitrosil, 2005; Mau & Bikos, 2000). Few researches carried out work on impact of family type on education of children and aspiration of parents. Kune (2000) and Khatoun (2008) revealed that both children and parents attitude towards education is not influenced by family type. Singh (1995) reviewed that parental aspiration has had significant influence on the academic achievement of children. On the other hand, Keleanhouse and William (2009) opined that parental aspiration has no significant influence on children higher education. Regarding the relationship between parental aspiration and children aspiration level, most researches (Gutman & Akerman, 2008; Jayce, 2009; Sharma & Jaswal, 2001) disclose that gender, ethnicity, socio-economic status, income, wealth and child age are positively correlated with parental as well as children aspiration. Few researches (Doumer & Brandom, 2013; Spera et al. 2009; Reed, 2012) also highlight that parents have high aspirations for the education of their children regardless of their ethnicity or marital status. Regarding the relation between children aspiration and academic achievement, Dsouza (2012) and Mang (2009) found positive relationship between children aspiration,

vocational aspiration and academic achievement. There are socio-economic related differences found in children education. There have been several studies (Alam, 2012; Hansen, 2006; Magnusan and Duncan, 2006; Maswiki, 2012; Santosh and Ravdeep, 2009; Singh, 2014; Zedan, 2011) on effect of socio-economic status that highlight the fact that adverse socio-economic status negatively affects the outcomes of school children. While others view, Al-Matalak (2014) regardless of socio-economic status parents contribute more on children education. There have been several studies on effect of socio-economic status on aspiration of children both in aggregate and by its various components. Such studies exist both in India and in other countries of the world. However, researches on spending pattern and association of spending pattern with income and socio-economic variables had not yet attracted the interest of researchers in India. There are not many studies on spending pattern of scheduled families at the macro level. Few researches on spending on education (Juararu 2001; Li & Min 2000; Quang, 2012) found that income, occupation, private cost, expected earnings, individual preferences, education of head of the family and income of family are directly related to expenditure on education. Besides other factors, income of parents is one of the most controversial factors that influence the spending pattern. Chen and Min (1999) stated that high salary families spend more on education to low salaried. While, Jandiyala (2008) found that education expenditure varies by caste status. (Gedela, 2012; Nayak, 2013) highlighted age, sex, dependency ratio and income affecting the saving behaviour. On the other side, Komicha (2007) found that saving behaviour is affected by motivators and chances to save and not by the abilities to save. Hilaire (2014) found that size of family, elderly members of family and income are significantly connected to spending on health. Cai et al. (1998) and Jang et al. (2003) stated that travelling expenses are positively related with income. Few economic studies on the scheduled families concentrated on their educational and occupational structure and deal with its effects on their welfare. While studies abound on the spending pattern on scheduled families for various expenditure classes, little effort has been made to study the spending pattern for scheduled families.

The purpose of present research is to explore the parents' point of view about the education of their children among scheduled families. The results will help in

understanding parents' attitude towards education and will find out how these educational attitudes vary by factors such as aspiration level, social groups, type of family, socio-economic status and spending pattern, which ultimately influence the education of children. There exists association between parental aspirations with their involvement in their children education. The researcher also, intends to discover the relationship between parental aspiration and aspiration level of children and cast light on the causal relation between both. Present research intends to discover the influence of socio-economic status and scheduled families on the parents' attitude towards education. This study has also focused on the spending pattern of scheduled families and tried to find out the influence of spending pattern on attitude towards education of scheduled families. Lastly, the relationship between these variables i.e. attitude towards education, spending pattern, socio-economic status and aspiration level is studied.

1.8 STATEMENT OF THE PROBLEM

In the present investigation, the researcher intends to assess the attitude towards education of the scheduled caste and scheduled tribe families, with respect to their spending pattern, socio-economic status and aspiration level of Uttarakhand state of India. Keeping the focus on these variables, the study in hand is entitled as “**Attitude of Scheduled Caste and Scheduled Tribe Families of Uttarakhand towards Education in relation to Spending Pattern, Socio-Economic Status and Aspiration Level.**”

1.9 OPERATIONAL DEFINITIONS

The operational definitions of the various terms used in the study are explained hereunder.

Attitude towards Education: Attitude is the amount or degree of positive and negative feeling towards the object, idea or persons. It includes likes, dislikes, agreement, and disagreement towards certain issues, objectives and situations. In the present study, attitude towards education refers to a person's likes and dislikes for education as a means of social mobility and social change.

Scheduled Castes Families: The Scheduled Castes have remained historically disadvantaged people recognized in the Constitution of India. In the present study,

Scheduled Castes families were treated as inferior to all other castes who traditionally occupy the lowest status in the Indian society and the Hindu religion.

Scheduled Tribes Families: The tribal communities are presumed to constitute the oldest ethnological segment of the Indian society, the term ‘Adivasi’ (‘Adi’ means oldest and ‘vasi’ means inhabitation) is commonly used to designate them. In the present study, Scheduled Tribes families were those families who reside in the rural areas and their main concentrations were confined to remote hilly and forested areas. They represent the distinctive culture and traits of a primitive life. Their traditional norms and socio-cultural practices determine their ethnicity. They were mostly dependent on agriculture and handicrafts. They are still to taste the fruits of development.

Spending Pattern: Spending pattern refers to goods and services bought by family in the fulfillment of their needs and wants. In the present study, it refers to how a person uses his money or income in different domains such as household expenses, saving and health, education, and travelling and health expenses.

Socio-Economic Status: Socio economic status is a monetary and sociologically combined total assessment of a person's work experience, economic and social position in relation to hierarchical social structure based on income, education and occupation.

Aspiration Level: Aspiration level is the benchmark through which an individual judges his own performance on the scale of success or failure. It is a motivational aspect which influences people striving to a considerable extent. In the present study, aspiration is referred as parental aspiration as well as children’s’ aspiration level. Further, Parent’s aspiration refers how parents aspire for the education or career of their children and children aspiration level is considered as general aspiration of children.

1.10 OBJECTIVES

The study aims to achieve the following objectives:

1. To study the attitude of scheduled caste and scheduled tribe families towards education.
2. To study the spending pattern, socio-economic status, and parental aspiration level of scheduled caste and scheduled tribe families.

3. To find out the difference between scheduled caste and scheduled tribe families in their attitude towards education in terms of their
 - a) Spending pattern
 - b) Socio-economic status
 - c) Aspiration level of parents
4. To study the interaction effect of
 - a) Scheduled families and spending pattern
 - b) Scheduled families and socio-economic status
 - c) Scheduled families and aspiration level of parents on their attitude towards education
5. To find out the difference in the parental aspiration of nuclear and joint families of scheduled caste and scheduled tribe.
6. To study the relationship between parental aspiration and aspiration level of children of scheduled caste and scheduled tribe families.
7. To study the relationship of attitude towards education with spending pattern, socio-economic status and parental aspiration level of scheduled caste and scheduled tribe families.

1.11 HYPOTHESES

Based on the above objectives, following hypotheses are framed:

1. Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education.
2. Scheduled families having different spending pattern do not differ significantly in their attitude towards education.
3. Scheduled families and spending pattern have no significant interaction effect on their attitude towards education.
4. Scheduled families having different socio-economic status do not differ significantly in their attitude towards education.

5. Scheduled families and socio-economic status have no significant interaction effect on their attitude towards education.
6. Scheduled families having different level of parental aspiration do not differ significantly in their attitude towards education.
7. Scheduled families and parental aspiration level have no significant interaction effect on their attitude towards education.
8. Scheduled caste and scheduled tribe families do not differ significantly on their parental aspiration.
9. There is no significant difference in the parental aspiration of nuclear and joint scheduled families.
10. Scheduled families and type of family have no significant interaction effect on parental aspiration.
11. There is no significant relationship between parental aspiration and aspiration level of children from scheduled families.
12. There is no significant relationship between parental aspiration and aspiration level of children from scheduled caste families.
13. There is no significant relationship between parental aspiration and aspiration level of children from scheduled tribe families.
14. There is no significant relationship of attitude towards education with spending pattern, socio-economic status and parental aspiration of scheduled families.

CHAPTER II

METHODOLOGY

This chapter deals with methods of research adopted, sample and analyzing techniques used, tools used, the procedure followed for the collection of data and statistical techniques applied to analyze the data for its conversion into meaningful information.

Methodology constitutes an important part of research without any thinking and planning no research project can be undertaken successfully. There are many convincing proofs on the pages of research literature where the investigator reached a different conclusion by using methods in the study of the problem. The selection of the techniques and devices of an investigation are determined by the nature of the problem. The selection of the adequate methods, tools, and techniques is very difficult problem and should be handled with caution, care and profound consideration in respect of time and cost.

2.1 RESEARCH METHOD

Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to use the descriptive survey method in the present study. The descriptive research method is most popular in educational investigations. Descriptive research is a kind of research that is preliminary concerned with describing the nature and conditions of the present situation and draw valid conclusions from the facts discovered. Descriptive researches are not limited to fact findings only but, may often formulate important principles of knowledge and provide solution of significant problems concerning local, state, national and international issues.

In the present study, the researcher intended to explore the attitude towards education, socio-economic status and spending pattern as exhibited by the scheduled caste and scheduled tribe families. It also explored the parental aspiration and aspiration level of scheduled caste and scheduled tribe families in the state of Uttarakhand. Further, in the present study attitude towards education of scheduled caste and scheduled tribe

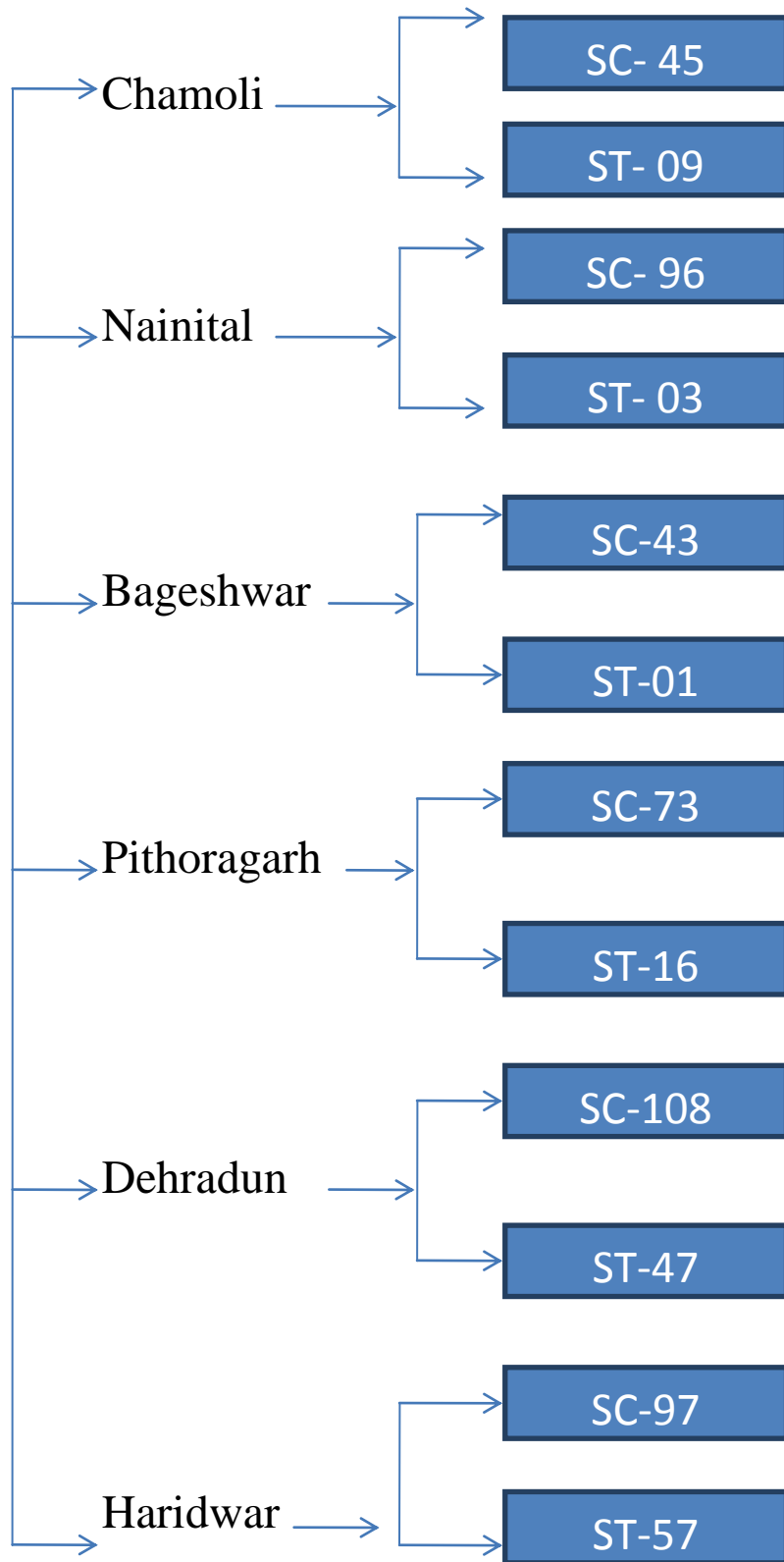
families has been considered as dependent variable and socio-economic status, spending pattern and aspiration level have been considered as independent variables. Herein, researcher is intending to see the influence of these variables on attitude towards education of scheduled caste and scheduled tribe families.

2.2 SAMPLING

All items in any field of inquiry constitute a 'universe' or population and the selected respondents from this population is technically called 'sample' and this selection process of respondents is called sampling technique. Sampling is a process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the entire population from which it was selected, as it is not possible to collect data from all members of population. In the present study, quota sampling technique has been used. In this technique, according to some fixed quota the researcher selects units and selections of these units are based on pre-specified characteristics.

In quota sampling, the researcher aims to represent the major characteristics of the population by sampling a proportional amount of each unit. Uttarakhand consist of two regions Kumaun and Garhwal. There are thirteen districts in the state of Uttarakhand. The division of sample is based on the scheduled caste and scheduled tribe population of districts. At the first stage, six districts were selected out of thirteen districts of Uttarakhand state by using random sampling technique. After that for the selection of scheduled caste and scheduled tribe families, quota sampling technique has been used. Sample size of the study is 600 families, out of which 462 families are scheduled caste families and 138 are scheduled tribe families. The flow chart representing the sample distribution is as follows in Figure 2.1.

FIGURE 2.1 SAMPLING DESIGN



2.3 DATA COLLECTION TOOLS

Tools are used for collection of certain type of evidence or information. Tools are nothing but an instrument that helps the researcher to gather data. The purpose of tools is to help researcher to analyze the responses of sample on related variables. In order to collect data the following tools has been used.

1. Attitude Scale towards Education by Chopra (2006) has been used to measure attitude toward education of scheduled families.
2. Spending Pattern Scale constructed and standardized by the investigator has been used to measure spending pattern of scheduled families.
3. Socio Economic Status Scale by Bharadwaj (2001) has been used to measure socio-economic status of scheduled families.
4. Level of Aspiration Measure by Bhargava (2008) has been used to measure children aspiration level.
5. Parental Aspiration Scale constructed and standardized by the investigator has been used to measure parental aspiration of scheduled families.

The details of different tools have been given below:

2.3.1 ATTITUDE SCALE TOWARDS EDUCATION

The investigator used A.S.T.E. scale to measure scheduled families attitude towards education. It was constructed and standardized by Dr. S. L. Chopra. The present scale includes twenty-two statements. These statements have been arranged in a random order and suitable instructions have been provided for administration of the scale. The subjects are to indicate their agreement or disagreement with each of the statements.

2.3.1.1 RELIABILITY OF THE SCALE

The reliability of the scale was calculated by “Split-Half” method. The statements were ranked in order of scale values and then divided into two groups. The ‘r’ correlated by the Spearman-Brown formula was 0.89 and this also suggested that the scale is quite reliable.

2.3.1.2 ADMINISTRATION AND SCORING OF THE SCALE

Each of the respondents was given a copy of the scale and he or she is asked to put a tick in front of the statements with which he or she is fully agree and put a cross in front of the statements with which he or she is not in full agreement. Each statement thus is either ticked or to be crossed. The attitude of the individual is denoted by the mean scale values of the statements with which he or she fully agrees. The scoring key of the scale is presented below in table 2.1.

TABLE 2.1
SCORING KEY OF ATTITUDE SCALE TOWARDS EDUCATION

Item No.	Scale Value	Item No.	Scale Value
1	10.79	12	8.63
2	1.96	13	7.63
3	3.86	14	5.79
4	10.79	15	6.94
5	9.67	16	8.63
6	2.86	17	4.63
7	4.72	18	0.50
8	9.61	19	0.50
9	2.92	20	6.88
10	7.90	21	5.93
11	1.88	22	3.80

2.3.2 SPENDING PATTERN SCALE

Spending is an important means by which people reaffirm their socioeconomic status in their community. The significance of family income lies in the fact that it is a primary determinant of family spending. Spending is the value of goods and services picked by family. It refers to the distribution of budget in different items for maximum

satisfaction, or we can say that spending is the cost obtained for the basic point of preference of the family. Spending pattern of a family incorporates expenses on household appliances, property charges, mortgage interest, rent, utility charges, upkeep and repairs, premium of insurance, food consumed on the premises and other items that are common and important for the support of a family. Spending is the most significant part of collective order. It can cover real spending things like sustenance, power, occasions, and dress. There are numerous things, which affect spending pattern of family. This include growing income levels resulting in a more extra money with people, changing attitude towards utilization, changes in costs, presentation of new items, accessibility of acknowledge. For example, mortgages, home loans and visas, rising aspiration levels, expanded proficiency, developing brand awareness and quick colonization. Furthermore, these issues are categorized into environmental factors, situation factors, personal factors and psychological factors. In the present study spending pattern of a family refers to how a person use his money or income on different items such as household expenses, travelling & entertainment expenses, education expenses, and saving & health expenses.

There are not many studies on the spending pattern of scheduled families at the macro level. This is because the National Sample Survey Organization, which is the only official agency that collects such data for the whole country, does not generally publish data separately for scheduled families. Researches on scheduled families spending pattern in India are very much limited. In reality, this area of research is still untouched and fails to attract wide attention of researchers so far. In fact, no single study could be found specifically in Indian setting. However, in a few advanced countries, the problem received some attention. Broadly, within the framework of family investment decisions (Becker 1967, 1981) researchers examined the household investment decisions in education. McMahon (1984) conducted work on USA families to explain why families invest in education. His investment, demand and supply functions included variables, namely expected non-monetary returns, family disposable income, tax subsidies, student loans, family size (number of brothers and sisters), and order of birth. Williams (1983) tries to explain the trends in private expenditures on education in Australia with the help

of government expenditures, real price index of the cost of education, real personal disposable income and the demographic trend.

In the present work one of the objective of study was to find out the spending pattern of scheduled families. The review of literature indicates that there are very few parents' spending pattern assessment scale in Indian conditions. Therefore, the researcher decided to construct and standardize "Spending Pattern Scale" to measure the spending pattern of scheduled families in Uttarakhand state of India.

2.3.2.1 DOMAINS OF THE SCALE

An analysis made by the investigator by exhaustive reviews of all the available researches in the area and discussions held with expert in the field, result in the incorporation of the four areas for the spending pattern scale given as under.

Household Expenses: Household expenses include daily, monthly and yearly expenses carried by a family. Day by day expenses defined as every day general living expenses of a family. It includes the amount paid for food, vegetables, milk consumed within the home, mobile expenses, utilities paid and other expenses. Monthly expenses include payment of rent and electricity, expenses on ration and fuel, expenses of housekeeping and yearly expenses include expenses on household appliances and household equipment, and other expenses on maintenance and repair. Number of socio-demographic factors influences household expenses. Ricciuto (2006) stated that household size, income and occupation of household, race and ethnicity of household significantly affect household expenses.

Travelling and Entertainment Expenses: Travelling expenses include travel costs and fares, accommodation expenses and so-called additional expenses for meals during travelling, expenses of operating and maintaining a car, including the cost of gas, oil, repair, and local transportation costs. Jang et al. (2003) found that there is significant relationship between travelers' income and traveler's age with travelling expenses. Entertainment expenses include taking the family to dinner, to a theater show, to a picnic event or visit to friends and family, and other utility paid for entertainment. Fish and Waggle (1996) concluded that income of family directly influence entertainment expenses. Cai et al. (1998) found that household income is significant and positive factor

accounting for variations of household vacation food expenditure or the demand for food on vacation.

Educational Expenses: Educational expenses include expenses on tuition fees, tutoring, books and text books and related equipment (stationary), school uniform, transportation, hostel charges and educational loan. Bordolot et al. (2013) revealed that the educational expenses of family are influenced by income, occupation and education of household.

Saving and Health Expenses: Saving is defined as the difference between a family's disposable income (wages received and net property income) and its consumption (expenditure on goods and services). Saving include avoidance of excess expenditure, a reduction in expenditure or cost, something saved (investment in shares, insurance policies, bank savings). Gedela (2012) examined that the age of the head of the household, sex, dependency ratio, income and medical expenditure significantly influence the saving behavior of household. Faridi et al. (2010) reported that education of household head, children's educational expenditures, family size, liabilities, marital status and value of house significantly and inversely affect household savings. Health is defined as a state of complete physical, social and mental well-being, and not merely the absence of disease. It includes expenses for health insurance, expenses on health, fitness, and personal care. Su et al. (2006) concluded that income has a positive and significant effect on the probability of incurring health care expenditure. The prevalence of health care expenditure is high among low income household (Berki, 1986; Merlis, 2002; Ranson, 2002).

2.3.2.2 PREPARATION OF THE PRELIMINARY DRAFT

The investigator constructed scale to gather information from scheduled caste and scheduled tribe families of Uttarakhand regarding their spending pattern. At preliminary stage, ten areas of 'Spending Pattern Scale' were selected with the careful study of the relevant literature and from web sources. The list of areas was discussed with experts to know the most important areas that can measure the 'Spending Pattern of Families'. Opinion of the experts pointed only six areas to provide the desired information regarding spending pattern, on domains, namely household expenses, travelling expense, entertainment expenses, educational expenses, saving expenses and health expenses.

Finally, these six areas are merged into four domains namely household expenses, travelling & entertainment expenses, educational expenses and saving & health expenses. Therefore, the final draft of questionnaire contains 40 items. Keeping in view the domains of questionnaire, 10 questions were outlined from each domain as shown below in table 2.2.

TABLE 2.2
DOMAIN WISE ITEMS OF THE SCALE

S. No.	Domains of the Scale	Items No.
1	Household Expenses	1-10
2	Travelling and Entertainment Expenses	11-20
3	Educational Expenses	21-30
4	Saving and Health Expenses	31-40

2.3.2.3 SMALL GROUP TRY-OUT OF THE PRELIMINARY DRAFT

The preliminary draft of scale consisting of 40 items was administered to 50 parents. Respondents were asked to express freely and seek support, in case of difficulty in comprehending. In the light of the responses of the parents, some items and some alternatives of items were modified to give clear meaning to the statements.

All the items of the preliminary draft of the scale were then consulted with experts in the field of education, psychology and sociology. These experts were requested to give their opinion regarding the suitability and efficacy of the different items in this scale. On the basis of suggestions given by experts some items were modified. Thus, the preliminary draft of ‘Spending Pattern Scale’ was finalized for field study.

2.3.2.4 ITEM ANALYSIS OF THE SCALE

The quality and merit of a test depends upon the individual items of which it is composed. It is therefore necessary, in best practice, to analyze each item in the standardization process, in order to retain only those items that suit the purpose and rationale of the tool. Item analysis refers to the degree to which given items discriminate

among them. In order to do item analysis, the Spending Pattern Scale was administered on 100 families, the scale scores were found out, and they were valued from the highest to the lowest scores. Then 25% of the subjects (high) with the highest total scores and 25% of the subject (low) with the lowest total scores were sorted out for the purpose of item selection (Garrett 1961). The high and low group thus, selected formed the criterion groups and each groups comprised of 25 parents.

Each statement was taken individually and the number of parents who responded from ‘A’ to ‘C’ was found out in both the high and the low groups separately. A separate worksheet was prepared for each statement for the calculation of ‘t’ values. The value of ‘t’ is a measure of the extent to which a given statement differentiates between the high and low groups. If the ‘t’ value is equal to or greater than (2.01), it indicates that the average response of the high and low groups to a statement differs significantly. The discrimination index of Spending Pattern Scale is presented below in table 2.3.

TABLE 2.3
DISCRIMINATION- INDEX OF THE SCALE

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
1	2.44	6.16	1.31	5.54	8.28	Accepted
2	2.8	4	1.81	10.04	6.62	Accepted
3	2.8	4	1.81	6.04	7.83	Accepted
4	2.32	9.44	1.60	10	4	Accepted
5	2.4	8	1.88	6.64	3.89	Accepted
6	2.4	6	1.12	4.64	9.61	Accepted
7	2.2	12	1.32	11.44	2.68	Accepted
8	2.76	6.56	1.50	12	7.01	Accepted
9	2.6	6	1.60	6	7.07	Accepted
10	2.6	6	1.96	18.96	3.14	Accepted

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
11	2.76	8.56	1.60	10	6.60	Accepted
12	2.48	14.24	1.40	10	5.37	Accepted
13	2.64	5.04	1.48	8.24	8.33	Accepted
14	2.68	11.44	1.24	6.56	8.31	Accepted
15	2.6	6	1.64	5.76	6.86	Accepted
16	2.64	13.76	1.36	9.76	6.46	Accepted
17	2.88	2.64	1.56	10.16	8.80	Accepted
18	2.6	6	2.12	6.64	3.3	Accepted
19	2.8	4	1.48	8.24	9.24	Accepted
20	2.44	8.16	1.48	8.24	5.81	Accepted
21	2.32	1.44	1.24	4.56	7.64	Accepted
22	1.92	5.84	1.76	10.56	0.97	Modify
23	2.92	1.84	1.38	12.15	10.26	Accepted
24	2.52	8.24	1.76	10.56	4.29	Accepted
25	2.68	5.44	1.44	8.16	8.24	Accepted
26	2.56	6.16	2.08	7.84	3.14	Accepted
27	2.96	0.96	2.60	10.80	2.90	Accepted
28	2.8	4.56	1.76	8.56	6.76	Accepted
29	2.88	2.64	2.08	9.84	5.55	Accepted
30	2.8	4	1.84	21.36	4.67	Accepted
31	2.88	2.64	1.84	5.36	9.01	Accepted
32	1.64	18	1.36	9.76	2.98	Accepted

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
33	2.24	4.56	1.80	4	3.68	Accepted
34	1.56	18.16	1.04	0.96	2.91	Accepted
35	2.76	6.56	2.38	16.15	1.97	Modify
36	2.72	9.04	2.68	7.44	3.78	Accepted
37	2.28	7.44	2.12	16.54	2.80	Accepted
38	2.2	9.04	2	10	1.57	Modify
39	2.32	8.24	2.32	7.44	5.20	Accepted
40	2.92	6.62	2.85	3.41	0.68	Modify

From the table it was observed that 36 statements having ‘t’ value greater than or equal to (2.01) were chosen in order to form the final scale. Item no. 22, 35, 38, and 40 have ‘t’ value less than 2.01, hence, these items were modified in order to retain in scale. Final scale consist of 40 items.

2.3.2.5 RELIABILITY OF THE SCALE

Reliability is the degree of the consistency that an instrument or the procedures demonstrate. A test is considered reliable if it yields consistent results in its successive administration. Therefore, by reliability of a test we mean how dependable or faithful the test is. To express in a general way, if a measuring instrument measures consistently, it is reliable. According to Freeman (1959) reliability is the consistency of a test with which it measures whatever is supposed to be measured. Test reliability is usually thought as the degree to which the test is free from compensating errors. In other words, reliability refers to the extent to which an instrument yields consistent results on testing and re-testing. That is, how dependable is it for predictive purposes.

The reliability is one of the most important characteristic of a tool which denotes how accurately a tool measures. The reliability of the scale was calculated by “Test-

Retest” method. For this purpose the scale was administered on a sample of 200 families and after 21 days it was again administered on the same sample. The respondents were given the necessary instructions for filling up the scale and clarify the use of the test. The reliability of the scale was also calculated by “Split-Half” method. For this purpose, the scale was divided into two parts odd and even items. The odd number items were put in one group and the even number items were put in another group. The reliability coefficient of the scale is given below in table 2.4.

TABLE 2.4
RELIABILITY COEFFICIENT OF THE SCALE

S. No.	Reliability Method	N	Reliability Coefficient
1	Test-Retest	200	0.92
2	Split-Half	200	0.70

The ‘Test-Retest’ reliability coefficient of scale came out to be 0.92. This coefficient of correlation was found to be significant at the 0.01 level of confidence. The ‘Split-Half’ reliability coefficient of scale came out to be 0.70. This coefficient of correlation was found to be significant at the 0.01 level of confidence. From these results, it may be concluded that spending pattern scale is internally consistent and stable over time, to measure the spending pattern of family.

2.3.2.6 VALIDITY OF THE SCALE

The validity of the test or of any measuring instrument depends upon the fidelity with which it measures what it purports to measure. When investigating the validity of a measure, we are interested in such question as; what trait is measured by the test? How well are the test items of a representative sample of some defined domain? What behavior the test scores can predict? How accurately?. Does the test simply provide information that can be used in making more accurate decision?.

Although we talk about the validity of a test, or the test scores, strictly speaking we validate inferences made from the scores. That is, when discussing the validity of a test as measure of a particular trait, we really are talking about the validity of the

inference that the test measures the trait. When determining, how well a test predicts some external behavior, we are really validating our predictions. Validity can be defined in terms of the proportion of true and error variance. Conceptually, “validity can be defined as the proportion of observed variance that is relevant to the purpose of testing” (Brown, 1993).

The validity of scale was established through face validity method. This form of validity is based upon judgment of several subject experts, and the actual subject matter studied. This analysis is rational as well as judgmental. The help of subject expert and eminent educationists with long standing experience, in the field of education was sought for this purpose. The scale was given to experts of different higher education departments and institutions including professors of Lovely Professional University, Phagwara, Punjab, Kumaun University, Nainital, and Banaras Hindu Vishwavidhyalaya, Uttar Pradesh. Therefore, the validity of scale was established through face validity method.

2.3.2.7 NORMS OF THE SCALE

Norms are defined as the average performance on a particular test made by the process of standardization. Norms are the average or standard score on a particular test made by a specific population.

Norms of the scale are available on a sample of different families. These norms are considered as reference points for analyzing spending pattern of families. It is always advisable to develop norms based on a particular sample. Norms for interpretation of raw scores are presented below in table 2.5 and in table 2.6.

TABLE 2.5
NORMS FOR INTERPRETATION OF THE SCALE

S. No.	Spending Pattern	Range of Scores
1	High	99-120
2	Moderate	68-98
3	Low	40-67

TABLE 2.6
NORMS OF THE SCALE
(N=200, MEAN=83.23, S.D.=12.48)

Raw Scores	Z-Scores	T-Scores	Percentile Scores
120	2.95	79.46	99.86
119	2.87	78.66	99.81
118	2.79	77.86	99.76
117	2.71	77.06	99.69
116	2.63	76.26	99.60
115	2.55	75.46	99.49
114	2.47	74.66	99.36
113	2.39	73.85	99.20
112	2.31	73.05	99.00
111	2.23	72.25	98.75
110	2.15	71.45	98.46
109	2.06	70.65	98.12
108	1.98	69.85	97.70
107	1.90	69.05	97.22
106	1.82	68.25	96.65
105	1.74	67.44	95.99
104	1.66	66.64	95.23
103	1.58	65.84	94.35
102	1.50	65.04	93.36
101	1.42	64.24	92.23
100	1.34	63.44	90.96

Raw Scores	Z-Scores	T-Scores	Percentile Scores
99	1.26	62.64	89.55
98	1.18	61.83	87.98
97	1.10	61.03	86.26
96	1.02	60.23	84.37
95	0.94	59.43	82.32
94	0.86	58.63	80.11
93	0.78	57.83	77.73
92	0.70	57.03	75.21
91	0.62	56.23	72.54
90	0.54	55.42	69.73
89	0.46	54.62	66.80
88	0.38	53.82	62.38
87	0.30	53.02	60.65
86	0.22	52.22	57.45
85	0.14	51.42	54.21
84	0.06	50.62	50.94
83	-0.02	49.82	47.66
82	-0.10	49.01	44.40
81	-0.18	48.21	41.18
80	-0.26	47.41	38.01
79	-0.34	46.61	34.92
78	-0.42	45.81	31.93
77	-0.50	45.01	29.06

Raw Scores	Z-Scores	T-Scores	Percentile Scores
76	-0.58	44.21	26.31
75	-0.66	43.41	23.70
74	-0.74	42.60	21.24
73	-0.82	41.80	18.93
72	-0.90	41.00	16.79
71	-0.98	40.20	14.81
70	-1.06	39.40	12.99
69	-1.14	38.60	11.33
68	-1.22	37.80	9.83
67	-1.30	37.00	8.48
66	-1.38	36.19	7.27
65	-1.46	35.39	6.20
64	-1.54	34.59	5.26
63	-1.62	33.79	4.44
62	-1.70	32.99	3.72
61	-1.78	32.19	3.10
60	-1.86	31.39	2.57
59	-1.94	30.58	2.11
58	-2.02	29.78	1.73
57	-2.10	28.98	1.41
56	-2.18	28.18	1.14
55	-2.26	27.38	0.91
54	-2.34	26.58	0.73

Raw Scores	Z-Scores	T-Scores	Percentile Scores
53	-2.42	25.78	0.58
52	-2.50	24.98	0.46
51	-2.58	24.17	0.36
50	-2.66	23.37	0.28
49	-2.74	22.57	0.22
48	-2.82	21.77	0.17
47	-2.90	20.97	0.13
46	-2.98	20.17	0.10
45	-3.06	19.37	0.07
44	-3.14	18.57	0.06
43	-3.22	17.76	0.04
42	-3.30	16.96	0.03
41	-3.38	16.16	0.02
40	-3.46	15.36	0.02

2.3.2.8 ADMINISTRATION OF THE SCALE

The Spending Pattern Scale was developed for literate as well as for illiterate people, but it is administered on illiterate people only by personal interview. It is a self-administering scale. It gives better results with individual testing rather than with group testing. The instructions were conveyed by the researcher, while subjects read them silently along with him. Each of the respondents was given a copy of the scale and he or she was asked to put a tick in front of the alternative with which he or she fully agrees. There is no time limit for recording the responses in this scale. Ordinarily, an individual takes about 15 to 20 minutes to record his/her responses.

2.3.2.9 SCORING OF THE SCALE

There are 40 items in the test and each item has three alternatives. Out of these three options only one has to tick. First option was prepared considering the low socio-economic status of families; second option was prepared considering the moderate socio-economic status of families; and third option was prepared considering the high socio-economic status of families. The procedure of scoring is very easy. All the items are positive in nature and the description about scoring is given below in the table 2.7.

TABLE 2.7
SCORING OF THE SCALE

Item Numbers	Scoring Key
1 to 40	1 mark for option 'A'
	2 mark for option 'B'
	3 mark for option 'C'

2.3.3 SOCIO- ECONOMIC STATUS SCALE

The researcher used Socio-Economic Status Scale to measure the socio-economic status of scheduled families. It was developed by R. L. Bharadwaj. The scale gives three-rank values i.e., area rank value, item rank value and alternative rank value. With these three rank-values, we calculated the proportion rank scale value and then determined the weighted score for each item. In order to obtain the socio-economic status of an individual, the test determine nine type of status namely social status (ascribed), social status (achieved), social status (as a whole), economic status (ascribed), economic status (achieved), economic status (as a whole), socio-economic status (ascribed), socio-economic status (achieved), socio-economic status (as a whole). The scale of 'Socio-Economic Status' has been developed for literate and illiterate people. This scale is equally good in both urban and rural areas and is applicable to measure status of any person above 13 years of age.

2.3.3.1 RELIABILITY AND VALIDITY OF THE SCALE

The validity of scale has been established by Content Validity Method. The reliability of the scale has been calculated by Test-Retest method. The following reliability coefficient correlations were found in seven areas and of the scale as a whole. Reliability index of socio-economic status scale are presented below in table 2.8.

TABLE 2.8
RELIABILITY-INDEX OF THE SCALE

S. No.	Area	Coefficient of Correlation (r)	S. No.	Area	Coefficient of Correlation (r)
1	Family	0.76	5	Caste	0.94
2	Social	0.69	6	Total Assets	0.69
3	Education	0.86	7	Monthly Income	0.74
4	Profession	0.74	8	Scale (As A Whole)	0.76

2.3.3.2 SCORING, ANALYSIS AND INTERPRETATION OF THE SCALE

Scoring of the test is very easy and quantitative in nature. Scoring key provides the weighted score for each item. Each alternative of any of the items has only one weighted score that serves to provide the score if any ticked mark is present in the horizontal plane for father, mother and case (i.e. the testee). The scoring key has to be placed vertically between the two assigned points on the test. The separate scores for each area are then to be totaled vertically. These totals of the scores for each separate area are thereafter to be put in big boxes provided at the vertical end of each area for father, mother and case.

The same process of scoring was followed in respect of each page of the scale. It has to be borne in mind very clearly that there are separate scoring keys for each page of the test and the keys have been numbered accordingly. When scoring of each page has been completed, the area wise total score of father, mother and case is to be transferred on the last page of the test in Table 1. For analysis of different types of status or the desired status of the study, the tester has to complete the table 2 of the test. For this

purpose, the tester should convert the area wise total of weighted scores for father, mother and case into Z-scores. Put this area wise Z-scores corresponding to area wise weighted scores for father, mother and case separately in the provided place. Interpretation of any status or all nine types of status can be made with the help of T-scores. Categories of any status can be ascertained with the help of below table 2.9.

TABLE 2.9
SCORING OF THE SCALE

Sr. No.	Category	Range of Scores
1	Upper Class	70-Above
2	Upper Middle Class	60-69
3	Middle Class	40-59
4	Upper Lower Class	30-39
5	Lower Class	29 – Below

2.3.4 LEVEL OF ASPIRATION MEASURE

The researcher used Level of Aspiration Measure to measure children aspiration level. It was developed by Dr. M. Bhargava. The scale includes 10 sheets and each sheet has 50 circles (each of 1cm in diameter) which are arranged in five rows-ten in each row. Above and below of these rows, there are two boxes on the right side- the upper-box is for writing the number of expected score (except in PRACTICE TRAIL) whereas lower box is for putting the number of actual score or completed performance. Thus, ten trails are needed for each subject except practice trail. Stop watch or stop clock is also required for the test.

2.3.4.1 RELIABILITY OF THE SCALE

The reliability of the scale is calculated by the Test-Retest Method and Split-Half Method. The reliability coefficient correlations were found in three areas. Reliability coefficient of level of aspiration measure is presented below in table 2.10.

TABLE 2.10
RELIABILITY COEFFICIENT OF THE SCALE

Reliability Methods	N	GDS (r)	ADS (r)	NTRS (r)
(Test-Retest)				
With an interval of 1 months	100	0.88	0.82	0.86
With an interval of 3 months	50	0.72	0.72	0.74
Split-Half	50	0.77	0.69	0.78

2.3.4.2 VALIDITY OF THE SCALE

The validity of the scale is calculated with few tasks and available allied tests of aspiration. The validity coefficient of level of aspiration measure is presented below in table 2.11.

TABLE 2.11
VALIDITY COEFFICIENT OF THE SCALE

S. No.	External Validating Criteria	N	GDS	ADS
1	Card Scoring Tray Tasks	30	0.58	0.52
2	Ansari and Ansari: The L. A. Coding Test	60	0.73	0.68
3	V. P. Bhargave: Level of Aspiration (Based on Coding Method)	60	0.67	0.62
4	J. S. Grewal: Occupation Aspiration Scale	60	0.76	0.65
5	Sharma and Gupta: Educational Aspiration Scale Form V	60	0.48	0.56
6	Deo Mohan Projective Test of Achievement Motivation (n-ach) Male Group	40	0.72	0.67
7	Deo Mohan Projective Test of Achievement Motivation (n-ach) Female Group	40	0.78	0.73
8	T. R. Sharma: Academic Achievement Motivation Test (AAMT)	80	0.84	0.76

2.3.4.3 INSTRUCTIONS TO THE RESPONDENTS

The following instructions were given to the respondent before the actual work begins:

“You are going to do simple task, you have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face. You must draw the line in this sequence – Right eye, Left eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next line.

For each trial 30 seconds are allotted for work and at the end of this time, you will be asked to stop the marking and count the number of completed faces and enter it in lower box. This trial will be treated as PRACTICE TRIAL. In the following trials, you have to do the same thing alongwith to put the number of faces in the upper box which you intend to complete within 30 seconds time on the basis of last actual performance. Thus, you have to complete 10 trials for actual work”.

The experimenter or test administrator should not say anything to subjects except “Are you ready?” “Go” ‘and’ “Stop”. He should not make any reaction to the subject’s performance. If a subject asks whether he is meant to fill in as many circles as he can, the experimenter should reply that he can do what he likes. Eleven trials are necessary because the practice trial is ignored in the scoring and last trial (Tenth) ensures that the subject will state a goal.

2.3.4.4 SCORING AND INTERPRETATION OF THE SCALE

The procedure of scoring is simple. It provides three types of scores: Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and The Number of Times the Goal Reach Score (NTRS).

Goal Discrepancy Score: The extent and direction of the difference between actual score on the previous trial and goal set up of the next trial is known as goal discrepancy or G.D. Score, which is obtained by subtracting the actual score on a trial from the aspiration score (goal set up score) for the next trail. Thus, in other words, goal discrepancy is the gap between aspiration for the next trial (expected score) and the immediate performance on previous trial.

Attainment Discrepancy Score: Attainment discrepancy score is the difference between aspiration (expected score) and the achievement (actual score) on the same trial. Thus, in order to obtain ADS expected performance is subtracted from the actual performance.

Number of Times the Goal Reach Score: This may be obtained by the number of times where his actual score is equal or more than the expected score. Though, subjective probability of success is measured indirectly from goal discrepancy and attainment discrepancy score, but it can also be measured directly by NTR score which provides an index of subject's actual probability of reaching his stated goal. The subjects with minimum NTR score showed a very high fear of failure while those with maximum NTR scores are ready to take risk of failure when NTR is correlated with GDS and ADS. NTRS is negatively related with GDS and positively related with ADS.

2.3.5 PARENTAL ASPIRATION SCALE

Parents are one of the most influential factors who have strong impact on the lives of the children and have the ability to shape, sustain and develop children through their positive involvement. The involvement of parents is multi-dimensional and is composed of various types of behaviors, attitudes, and aspirations. (Ginsburg, 2008; Epstein, 1996) emphasized term, 'partnership', as an expression for parental involvement, which means the identification of interest by parents as participants in taking responsibility for their children and working together for their better career. The parents can be defined as involved parents if their relationship with their child can be described as being sensitive, warm, close, friendly, supportive, intimate, nurturing, affectionate, encouraging, comforting, and accepting. In addition, parents are classified as being involved if their child has developed a strong and secure attachment with them. In this regard children of involved parents are more likely to have higher level of economic and educational achievement, career success, occupational competency, better educational outcomes, higher educational expectations, higher educational attainment, and psychological well being (Amato, 1994; Barber & Thomas, 1986; Barnett et al., 1992; Bell, 1969; David, 2000; Eccles, 2005; Furstenberg & Harris, 1993; Hahs-Vaughm, 2004; Harris et al., 1998; Hofer, 2008; Lozoff, 1974; National Center for Education Statistics, 1997; Snarey, 1993; Singh et al. 1995; Vellymalya, 2010; William et al. 2002). Numerous studies

analyzed the association between aspirations of parents and the level of contribution of parents in their children education. Number of researches established that those parents contribute more in the education and development of the children who have lofty ambitions for their children. Singh et al. (1995) discovered that the aspirations of parents for their children education are the deeply related with the success of children in all the dimensions of parental involvement. Parental aspiration has deep connections with parental contribution. The parents' contribution is the strongest interpreter of the outcomes of a child in the future. Parents' participation in education has been recognized as a valuable aspect in the learning of children. Parents' aspiration influence children's aspiration. Strand (2007) discovered that parents with high educational aspirations and awareness endow their children with personal computers, guidance and counseling. They involve themselves in their school activities, attentively supervise them, express tenderness, motivate them and help them achieve their goals through punishment and reward. Such good parenting has positive influence on the children which help the children to show good results in the academics and life.

There are many parental factors that have been found to be associated with children's education or career. These factors include parenting style, school encouragement and attentiveness, reading and homework support, time and talking together, parental attachment, and parental level of education. These factors have been found to have an influence on children's career performance. Singh et al. (1995) identified four components of parental involvement, namely: parental aspirations for children' education, parent-child communication about school, home-structure (the degree of discipline exerted by the parents), and parental participation in school related activities. Keynes (2003) examined the relationship between parental involvement and child's academic achievements and concluded that parental involvement is defined as parental participation in the educational processes and experiences of their children. Parental involvement variables refer to general parental involvement (includes the overall measure of parental involvement), specific parental involvement (includes a specific measure of parental involvement, as distinguished from other measures of parental involvement used in the study), parental expectations, attendance and participation, communication, homework, and parental style. Sputa et al. (2007) made a comprehensive

description of the parental involvement variable. They grouped parental involvement in two main categories: home activities and school activities. The first category includes parent-child discussion about school, parental aspirations and expectations, parenting style, reading at home, parents checking child's homework, and home rules and supervision. The second category includes specific variables such as: parent teacher communication, parents attending school organizations, parents volunteering at school. Previous researches have given a broad overview of the association between different parental factors and the aspects of education or career choices of children with inconsistent and weak findings. It may be necessary to further explore the association between parental variables and children educational or career aspirations.

2.3.5.1 DOMAINS OF THE SCALE

The analysis was made by the investigator with the help of exhaustive reviews of all the available researches in the area and discussions held with experts in the field. This resulted in the inclusion six areas of the parental aspiration scale which are as follows:

Educational Attitude: Parents' educational attitude produces measurable gains in their children's career and education. Educational attitude implies parents' self-efficacy about education, dedication of resources for child education, modeling desired behavior, either direct or indirect participation in child education. Richardson (2009) observed that parental educational attitude has a powerful influence on a child's career and education. It can have various effects on children, both academically and behaviorally. (Dixon, 1992; Grolnick & Slowiaczek, 1994; Stevenson & Baker, 1987) shows that the more intense the parents' educational attitude for the learning of their children, the more beneficial are the achievement effects of their children.

Encouragement and Motivation: Parental encouragement and motivation play a central role in the formation of child's aspiration. It includes encouraging children to read, to succeed in school, to do their homework, to participate in competitions, to watch educational shows, to develop their talents, to continue their schooling beyond high school, to provide books and magazines that help them, and to praise and shower affection on the children for being good or doing the right thing. Bond & Saunders (1999)

highlighted that children who have the greater parental motivation are more engaged in their school work and put in more efforts to perform well.

Future Concerns: It includes planning for children's future education and training, educational saving for children education and career, knowledge of new policies regarding career opportunities, knowledge of new trends in career education and consultation with career experts. Further, concerns about child career are determined by family interaction pattern. Winston (2006) conducted work on family interaction patterns for child career and found that career self-efficacy with regards to using occupational information was associated with families with an intellectual-cultural orientation. In other words, families that are more likely to expose their children to intellectual and cultural activities or opportunities may feel more confident about their ability to use occupational information.

Participation in School Activities: It includes attending events in which children participate like sports, schools functions, events, and attending parent teacher meeting on regular basis (PTM), and to promote educational excursions arranged by schools or institutions. George (1995) suggested four practices of parental participation in school activities, namely, discussions about homework, school and schoolwork, helping with homework, and attending school meetings and events.

Socialization: Socialization of a child is done in the family and it consists of values and norms like honesty, honour, integrity, and diligence. Caldwell (1994) noted that norms and values related to honour, integrity, and honesty are the focus areas in the process of socialization. Therefore, it includes to know where your children go, to pay attention to what children read, listen to or watch TV shows, to teach children to be responsible for what they do, to make children visit interesting places such as parks, museums etc. and to be involved in the daily or regular routine of taking care of the children's basic needs or activities. Hofer (2008) found that students with parents, who communicate frequently and regulate their academics and social behaviour, remain happy with their college experience.

Time and Talking Together: One of the most dominant measures of the parental involvement in the career making of the children is the proper use of time. It refers

frequency of contact, time spent together, doing things such as shared meals, shared leisure time, or time spent reading together, and the accessibility and availability of the father when required by the children. Further, it includes being a friend to children, spend time with children, do things they like to do, work together with children in household chores, talk to children about what's going on in their lives, and listen children's views or concerns.

Many researchers have developed scales on parental aspiration. Palkovitz (2002) developed an inventory on father's involvement and carried out pilot work on new measure of father's involvement in children's education or career. This father involvement inventory covered nine areas such as discipline and teaching responsibility, school encouragement, mother support, time and talking together, praise and affection, developing talent and future concerns, reading and homework support, and attentiveness. Turner (2003) has also developed the career related Parents Support Scale (CRPSS). The scale has twenty seven items and is developed for high school students. Grover (1987) developed Parental Aspiration Scale, used for assessing parental aspirations of adolescents.

All these scales which have been mentioned earlier with brief details are developed for studying different ways of parent involvement related to child's career. In the present study one of the major objectives is to find out the parental aspiration of scheduled families. The review of literature indicates that there are very few parents aspiration assessment scales constructed and standardized in an Indian setting. Therefore, the researcher decided to construct and standardize "Parental Aspiration Scale" to measure the parents' aspiration of scheduled families in Uttarakhand state of India.

2.3.5.2 PREPARATION OF THE PRELIMINARY DRAFT

Parental Aspiration Scale was developed by the investigator. Before writing the items for the preliminary draft, the investigator consulted authentic sources such as journals, web resources, and research studies on assessment of parental aspiration. Career-related parents support scale already constructed and standardized was also consulted to get an idea for construction and also to delve into the matter to fetch the valuable and suitable things for self benefit. It was planned to construct a five point

Likert type scale. So the test items were constructed in the form of statements. At first, 50 statements were prepared. The scale was modified in the light of views obtained from language and subject experts of various universities. On the basis of their suggestions, some statements were modified, and some were omitted. Finally the scale was developed by reducing the number of statements from fifty to thirty. All statements are positive in nature. The domain wise statements are given below in Table 2.12.

TABLE 2.12
DOMAIN WISE ITEMS OF THE SCALE

S. No.	Domains of the Scale	Items No.
1	Educational Attitude	6 (Item No. 1,2,5,7,11,12)
2	Encouragement and Motivation	7 (Item No. 8,9,10,14,19,20,25)
3	Future Concerns	5 (Item No. 3,4,6,13,17)
4	Participation in School Activities	3 (Item No. 18,27,30)
5	Socialization	7 (Item No.21,22,23,24,26,28,29)
6	Time and Talking Together	2 (Item No. 15,16)

2.3.5.3 SMALL GROUP TRY-OUT OF THE PRELIMINARY DRAFT

The preliminary draft of scale consisting 50 items, was administered to 50 parents. Respondents were asked to express freely if they find any difficulty in understanding the meaning of any statement. In the light of the responses of the parents, some items were modified to give clear meaning to the statements.

All the items of the preliminary draft of the scale were referred for expert advice. The experts in the field of education, psychology and sociology were requested to give their opinion regarding the suitability and efficacy of the different items on this scale. On the basis of their suggestions some items were modified. Thus, the preliminary draft of “Parental Aspiration Scale” was prepared for field testing.

2.3.5.4 ITEM ANALYSIS OF THE SCALE

The quality and merit of a test depends upon the individual items of which it is composed. It is therefore necessary, in best practice, to analyze each item in the standardization process, in order to retain only those items that suit the purpose and rationale of the tool. Item analysis refers to the degree to which, given items discriminate among them. In order to do item analysis, the parental aspiration scale was administered on 100 families and the scale scores were found out and they were valued from the highest to the lowest scores. Then 25% of the subjects (high) with the highest total scores and 25% of the subjects (low) with the lowest total scores were sorted out for the purpose of item selection (Garrett 1961). The high and low group thus selected, formed the criterion groups and each group comprised of 25 parents.

Each statement was taken individually and the number of parents who responded from 'A' to 'E', was found out, in both the high and the low groups separately. A separate worksheet was prepared for each statement, for the calculation of 't' values. The value of 't' is a measure of the extent to which a given statement differentiate between the high and low groups. If 't' value is equal to or greater than (2.01), it indicates that the average response of the high and low groups to a statement differs significantly. As many as 30 statements having 't' value greater than or equal to 2.01 were chosen in order to form the final scale. Discrimination index is presented below in table 2.13.

TABLE 2.13
DISCRIMINATION- INDEX OF THE SCALE

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
1	4.96	0.96	4.26	6.56	6.43	Accepted
2	4.8	4	4.12	20.65	3.45	Accepted
3	4.8	4	4	8	4.24	Accepted
4	4.92	1.84	4.04	4.96	8.27	Accepted
5	4.80	4	3.68	22.46	6.13	Accepted

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
6	5	-	4.08	13.84	6.06	Accepted
7	4.9	0.96	2.8	22.00	5.93	Accepted
8	4.6	17.76	4.04	18.96	2.43	Accepted
9	5	0.96	4.4	6.62	6.62	Accepted
10	4.8	1.84	4.9	6.24	3.79	Accepted
11	4.7	4	3.92	24.96	3.90	Accepted
12	5	4.17	4.24	6.56	4.86	Accepted
13	4.9	0.96	3.6	21.04	6.48	Accepted
14	4.9	0.96	3.96	18.96	5.49	Accepted
15	4.8	3.84	4.16	9.36	5.12	Accepted
16	4.76	4.56	4.2	8	3.87	Accepted
17	4.8	1.84	3.76	14.56	7.02	Accepted
18	4.8	4	3.88	27.76	5.04	Accepted
19	5	-	4.36	18.04	4.75	Accepted
20	5	-	4.32	7.44	6.11	Accepted
21	5	-	3.88	10.64	8.41	Accepted
22	5	-	4.36	5.76	6.53	Accepted
23	4.96	0.96	4.16	17.33	3.51	Accepted
24	4.72	5.04	3.24	44.56	5.15	Accepted
25	5	-	4.16	18	5.77	Accepted
26	5	-	4.16	7.36	7.38	Accepted
27	4.52	8.24	3.92	16.63	3.10	Accepted

Items No.	Upper (25%)		Lower (25%)		t- Value	Decision
	Mean	S.D.	Mean	S.D.		
28	5	-	4.08	13.84	6.06	Accepted
29	4.8	1.84	4.32	21.44	3.05	Accepted
30	4.9	0.96	4.36	5.76	5.67	Accepted

Thus from the table 2.13 it was observed that none of the items had ‘t’ value less than 2.01. Hence, this scale was well prepared for the final try-out.

2.3.5.5 RELIABILITY OF THE SCALE

Reliability is the degree of the consistency that an instrument or the procedure demonstrated. A test is considered to be reliable if it yields, consistent results in its successive administration. So, by reliability of a test we mean how dependable or faithful the test is. To express in a general way, if a measuring instrument measures consistently, it is reliable. According to Freeman (1959), reliability is the consistency of a test with which it measures whatever is supposed to be measured. In other words, reliability refers to the extent to which an instrument yields consistent results on testing and re-testing. That is, how dependable is it for predictive purposes. In this investigation the reliability of the scale was determined through test-retest (with a time gap of 21 days) and split-half method. For this purpose, the final draft of the scale was administered on 200 scheduled caste and scheduled tribe parents of Uttarakhand. The reliability coefficient of the scale is given below in table 2.14.

TABLE 2.14
RELIABILITY COEFFICIENT OF THE SCALE

S. No.	Reliability Method	N	Reliability Coefficient
1	Test-Retest	200	0.89
2	Split-Half	200	0.87

The Test-Retest reliability coefficient of scale came out to be 0.89. This coefficient of correlation was found to be significant at 0.01 the level of confidence. The Split-Half reliability coefficient of scale came out to be 0.87. This coefficient of correlation was found to be significant at the 0.01 level of confidence. From these results, it may be concluded that Parental Aspiration Scale is internally consistent and stable over time to measure the parents' aspiration.

2.3.5.6 VALIDITY OF THE SCALE

The validity of the test or of any measuring instrument depends upon the fidelity with which it measures what it purports to measure. When investigating the validity of a measure, we are interested in such question as; what trait is measured by the test? How well are the test items of a representative sample of some defined domain? What behavior the test scores can predict and how accurately?. Does the test simply provide information that can be used in making more accurate decision?

Although we talk about the validity of a test, or the test scores, strictly speaking we validate inferences made from the scores. That is, when discussing the validity of a test as measure of a particular trait, we really are talking about the validity of the inference that the test measures the trait. When determining, how well a test predicts some external behavior, we are really validating our predictions. Validity can be defined in terms of the proportion of true and error variance. Conceptually, validity can be defined as the proportion of observed variance that is relevant to the purpose of testing (Brown, 1993).

The validity is an important character of a good scale. The data collection must produce not only relevant information but also should be free from systematic error. Face validity focus on the assessment of whether a test appears to be valid or not from external appearance. Whether the items appear to measure the required aspect or not. To establish the face validity of the test the investigator sought help of subject experts and eminent educationist with long standing experience. For that, the scale was first sent to renowned subject experts of the Lovely Professional University, Phagwara, Punjab; Chaudhary Charan Singh University, Uttar Pradesh, and Kumaun University, Nainital and then based on their valuable suggestions some items were deleted and some were modified.

2.3.5.7 NORMS OF THE SCALE

Norms are defined as the average performance on a particular test made by the process of standardization. Norms are the average or standard score on a particular test made by a specific population. Norms of the scale are available on a sample of different families. These norms are considered as reference points for analyzing aspiration of parents for children. It is always advisable to develop norms based on a particular sample as shown below in table 2.15 and 2.16.

TABLE 2.15
NORMS FOR INTERPRETATION OF THE SCALE

S. No.	Parental Aspiration	Range of Scores
1	High	118-150
2	Moderate	64-117
3	Low	30-63

TABLE 2.16
NORMS OF THE SCALE
(N=600, MEAN=129.03, S.D.=15.61)

Raw Scores	Z -Scores	T- Scores	Percentile Scores
150	1.34	63.43	99.6
149	1.28	62.79	98.8
148	1.22	62.15	97.9
147	1.15	61.51	97.1
146	1.09	60.87	96.3
145	1.02	60.23	95.4
144	0.96	59.59	94.6
143	0.89	58.95	93.75

Raw Scores	Z –Scores	T- Scores	Percentile Scores
142	0.83	58.31	92.9
141	0.77	57.67	92.1
140	0.70	57.03	91.3
139	0.64	56.39	90.4
138	0.57	55.75	89.6
137	0.51	55.11	88.8
136	0.45	54.47	87.9
135	0.38	53.82	87.1
134	0.32	53.18	86.3
133	0.25	52.54	85.4
132	0.19	51.90	84.6
131	0.13	51.26	83.8
130	0.06	50.62	82.9
129	0.00	49.98	82.1
128	-0.07	49.34	81.3
127	-0.13	48.70	80.4
126	-0.19	48.06	79.6
125	-0.26	47.42	78.8
124	-0.32	46.78	77.9
123	-0.39	46.14	77.1
122	-0.45	45.50	76.25
121	-0.51	44.86	75.4
120	-0.58	44.22	74.6

Raw Scores	Z –Scores	T- Scores	Percentile Scores
119	-0.64	43.57	73.8
118	-0.71	42.93	72.9
117	-0.77	42.29	72.1
116	-0.83	41.65	71.3
115	-0.90	41.01	70.4
114	-0.96	40.37	69.6
113	-1.03	39.73	68.8
112	-1.09	39.09	67.9
111	-1.16	38.45	67.1
110	-1.22	37.81	66.3
109	-1.28	37.17	65.4
108	-1.35	36.53	64.6
107	-1.41	35.89	63.8
106	-1.48	35.25	62.9
105	-1.54	34.61	62.1
104	-1.60	33.97	61.3
103	-1.67	33.32	60.4
102	-1.73	32.68	59.6
101	-1.80	32.04	58.8
100	-1.86	31.40	57.9
99	-1.92	30.76	57.1
98	-1.99	30.12	56.3
97	-2.05	29.48	55.4

Raw Scores	Z –Scores	T- Scores	Percentile Scores
96	-2.12	28.84	54.6
95	-2.18	28.20	53.8
94	-2.24	27.56	52.9
93	-2.31	26.92	52.1
92	-2.37	26.28	51.3
91	-2.44	25.64	50.4
90	-2.50	25.00	49.6
89	-2.56	24.36	48.8
88	-2.63	23.72	47.9
87	-2.69	23.07	47.1
86	-2.76	22.43	46.3
85	-2.82	21.79	45.4
84	-2.88	21.15	44.6
83	-2.95	20.51	43.8
82	-3.01	19.87	42.9
81	-3.08	19.23	42.1
80	-3.14	18.59	41.3
79	-3.20	17.95	40.4
78	-3.27	17.31	39.6
77	-3.33	16.67	38.8
76	-3.40	16.03	37.9
75	-3.46	15.39	37.1
74	-3.53	14.75	36.3

Raw Scores	Z –Scores	T- Scores	Percentile Scores
73	-3.59	14.11	35.4
72	-3.65	13.47	34.6
71	-3.72	12.83	33.8
70	-3.78	12.18	32.9
69	-3.85	11.54	32.1
68	-3.91	10.90	31.3
67	-3.97	10.26	30.4
66	-4.04	9.62	29.6
65	-4.10	8.98	28.8
64	-4.17	8.34	27.9
63	-4.23	7.70	27.1
62	-4.29	7.06	26.3
61	-4.36	6.42	25.4
60	-4.42	5.78	24.6
59	-4.49	5.14	23.8
58	-4.55	4.50	22.9
57	-4.61	3.86	22.1
56	-4.68	3.22	21.3
55	-4.74	2.58	20.4
54	-4.81	1.93	19.6
53	-4.87	1.29	18.8
52	-4.93	0.65	17.9
51	-5.00	0.01	17.1

Raw Scores	Z –Scores	T- Scores	Percentile Scores
50	-5.06	-0.63	16.3
49	-5.13	-1.27	15.4
48	-5.19	-1.91	14.6
47	-5.25	-2.55	13.8
46	-5.32	-3.19	12.9
45	-5.38	-3.83	12.1
44	-5.45	-4.47	11.3
43	-5.51	-5.11	10.4
42	-5.58	-5.75	9.6
41	-5.64	-6.39	8.8
40	-5.70	-7.03	7.9
39	-5.77	-7.67	7.1
38	-5.83	-8.32	6.3
37	-5.90	-8.96	5.4
36	-5.96	-9.60	4.6
35	-6.02	-10.24	3.8
34	-6.09	-10.88	2.9
33	-6.15	-11.52	2.1
32	-6.22	-12.16	1.3
31	-6.28	-12.80	0.4
30	-6.34	-13.44	0.4

2.3.5.8 ADMINISTRATION OF THE SCALE

The Parental Aspiration Scale is a self-administering scale. The scale is developed for all the parents above the age of 18. There is no time limit for completion of the scale. The purpose of the scale is frankly explained to the subjects. Before the start of the test, proper instructions and directions were given to subjects in detail. It was emphasized that no item should be skipped. They were also asked to read the instructions given at the front page of the test.

2.3.5.9 SCORING OF THE SCALE

There are thirty statements in this scale. All the 30 items of the scale are positively worded. Each statement had five mode of rating 'Strongly Disagree', 'Disagree', 'Undecided', 'Agree', 'Strongly Agree'. Each statement is scored as '1', '2', '3', '4', '5'. The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement. To find out the score of the respondent the weightage assigned to him/her on all items are added and this sum forms the total score of the respondent.

2.4 PROCEDURE OF DATA COLLECTION

After the selection of the suitable tools to generate information about the selected variables of the target group, that is scheduled caste and scheduled tribe families of Uttarakhand state, the next step was the collection of data. For this purpose, above mentioned tools were personally administered by in the researcher. The researcher made personal discussions with a number of respondents. This technique found to be of immense value in giving clarity to the study.

2.5 STATISTICAL TECHNIQUES

Keeping in view the different objectives of the study, the obtained data was analyzed using different statistical techniques. In order to know the nature of data, the measure of central tendency and Dispersion like Mean, Percentage and S.D. were employed. First of all, to study the attitude towards education, socio-economic status, spending pattern, and parental aspiration of scheduled caste and scheduled tribe families, Mean and Percentages were calculated. Further to find out the significant difference of

scheduled caste and scheduled tribe families' attitude towards education on spending pattern, socio-economic status, and parental aspiration, Two Way ANOVA was applied. To study the significant difference on parental aspiration of nuclear and joint families of scheduled caste and scheduled tribe, Two Way ANOVA was applied. To study the relationship between parental aspiration and aspiration level of children, Pearson Product Moment Coefficient of Correlation was applied. Lastly, to find out the relationship between attitude towards education with spending pattern, socio-economic status, and parental aspiration Bivariate and Multiple Coefficient of Correlation were employed.

CHAPTER III

ANALYSIS AND INTERPRETATION

Previous chapters had dealt with introduction of the problem, review of related literature, significance of the study, objectives, hypotheses, development and description of tools and method of study. The present chapter deals with the result and their interpretation.

The purpose of the research is to study the attitude towards education, spending pattern, socio-economic status, parental aspiration and aspiration level of scheduled families in the state of Uttarakhand. In order to do this, the data have been compiled using separate tools and tabulated set have been prepared. In order to conduct the suitable analysis, variables under study were characterized and wherever necessary, changes have been undertaken. In total, 600 SC/ST families were selected on quota basis from the six districts i.e. Chamoli, Bageshwar, Nainital, Pithoragarh, Dehradun and Haridwar of Uttarakhand state. Out of the 600 SC/ST families, 462 were Scheduled Caste families and 138 were Scheduled Tribe families. The district wise Scheduled Caste and Scheduled Tribe families in the sample are presented below in table 3.1.

TABLE 3.1

DISTRICT WISE SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

Districts of Uttarakhand	Scheduled Caste Families	Scheduled Tribe Families
Chamoli	45	10
Nainital	96	04
Bageshwar	43	01
Pithoragarh	73	16
Dehradun	108	47
Haridwar	97	60
Total	462	138

After the collection of data, it has been logically organized and results were derived by the use of relevant statistical techniques. The interpretations have been done carefully, logically and critically keeping in view the limitation of the sample chosen and tools used in the study. The results of the study as per the objectives are analyzed under the following headings.

- 3.1 Attitude towards Education of Scheduled Caste and Scheduled Tribe Families**
- 3.2.1 Spending Pattern of Scheduled Caste and Scheduled Tribe Families**
 - 3.2.1.1 Total Spending Pattern of Scheduled Caste and Scheduled Tribe Families**
 - 3.2.1.2 Domain wise Spending Pattern of Scheduled Families**
 - 3.2.1.3 Domain wise Spending Pattern of Scheduled Caste Families**
 - 3.2.1.4 Domain wise Spending Pattern of Scheduled Tribe Families**
- 3.2.2 Socio-Economic Status of Scheduled Caste and Scheduled Tribe Families**
- 3.2.3 Parental Aspiration of Scheduled Caste and Scheduled Tribe Families**
- 3.3.1 Influence of Scheduled Families and Spending Pattern on Attitude towards Education**
- 3.3.2 Influence of Scheduled Families and Socio-Economic Status on Attitude towards Education**
- 3.3.3 Influence of Scheduled Families and Parental Aspiration on Attitude towards Education**
- 3.4 Influence of Scheduled Families and Type of Family on Parental Aspiration**
- 3.5 Coefficient of Correlation between Parental Aspiration and Aspiration Level of Children of Scheduled Families**
- 3.6 Coefficient of Correlation (r) and Multiple Correlation (R) between Attitude towards Education, Spending Pattern, Socio-Economic Status and Parental Aspiration of Scheduled Families**

3.1 ATTITUDE TOWARDS EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

In order to study the attitude towards education of the SC/ST families, the data has been categorized into not so favourable, moderately favourable and highly favourable. To assign the scores into not so favourable, moderately favourable, and highly favourable, Q1 and Q3 have been calculated. The scores at Q1 and Q3 are found to be 7.20 and 8.49 respectively. Hence, the scores below 7.20 has been classified as having not so favourable attitude towards education; the scores between 7.20 to 8.49 has been classified as having moderate favourable attitude towards education; and the scores more than 8.49 has been classified as having highly favourable attitude towards education. The data analysed is presented below in table 3.2 and graphically represented through figure 3.1.

TABLE 3.2

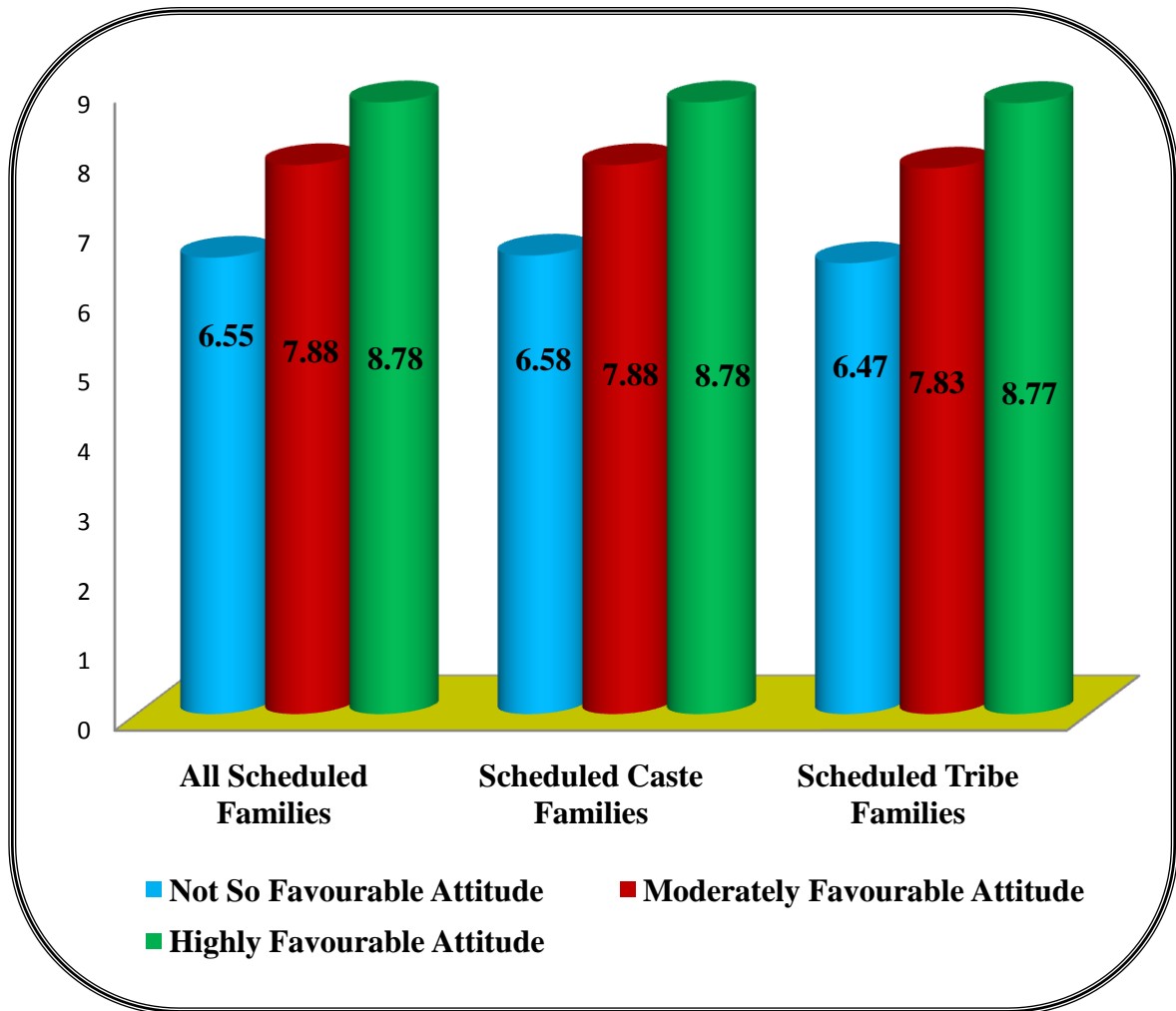
SUMMARY OF MEANS AND N OF ATTITUDE TOWARDS EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

Attitude towards Education Families	Not So Favourable Attitude		Moderately Favourable Attitude		Highly Favourable Attitude	
	N	Mean	N	Mean	N	Mean
All Scheduled Families	149	6.55	306	7.88	145	8.78
Scheduled Caste Families	106	6.58	249	7.88	107	8.78
Scheduled Tribe Families	43	6.47	57	7.83	38	8.77

From table 3.2, it has been observed that the mean score for not so favourable attitude towards education for all scheduled families is (6.55); for moderately favourable attitude towards education for all scheduled families is (7.88) and for highly favourable attitude towards education for all scheduled families is (8.78). Similarly, the mean score

for not so favourable attitude toward education for scheduled caste families is (6.58); for moderately favourable attitude towards education for scheduled caste families is (7.88) and for highly favourable attitude towards education for scheduled caste families is (8.78). The mean score for not so favourable attitude towards education for scheduled tribe families is (6.47); for moderately favourable attitude towards education for scheduled tribe families is (7.83) and for highly favourable attitude towards education for scheduled tribe families is (8.77). From the table 3.2, it is clear that the range of the mean scores for attitude towards education for all scheduled families is 6.55 to 8.78; for scheduled caste families is 6.58 to 8.78 and for scheduled tribe families is 6.47 to 8.77. The scale values for minimum and maximum scores for attitude towards education are 3.2 and 10.7. Hence, it can be interpreted that the attitude towards education of the all scheduled families in totality and specifically for scheduled caste and scheduled tribe families is moderately favourable. The finding is in tune with the findings of Rosalin (2012) who reported that the attitude of the tribal respondents is moderately favourable towards schooling and education of their children. Also, the finding is in tune with Patnaik and Samal (2012) who reported that the overall attitude of the tribal families and non-tribal families was moderately favorable and positive towards schooling and education of their children. The possible reason for this could be the effort of the government in providing free school education to the children and wide spread propaganda on importance of education. It also throws light on the fact that awareness regarding literacy and education has grown considerably around the state. In addition, the efforts of NGO's has significant affect on influencing attitude towards education of the scheduled families.

FIGURE 3.1
GRAPHICAL REPRESENTATION OF MEAN SCORES ON ATTITUDE
TOWARDS EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBE
FAMILIES



3.2.1 SPENDING PATTERN OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

In order to study the spending pattern of scheduled families, results have been analyzed in two ways i.e. Total spending pattern of scheduled caste and scheduled tribe families & Domain wise spending pattern of scheduled caste and scheduled tribe families.

3.2.1.1 TOTAL SPENDING PATTERN OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

To study the total spending pattern of scheduled families, means and percentages were calculated and are presented below in table 3.3. The graphical representation of the same is presented in figure 3.2.

TABLE 3.3

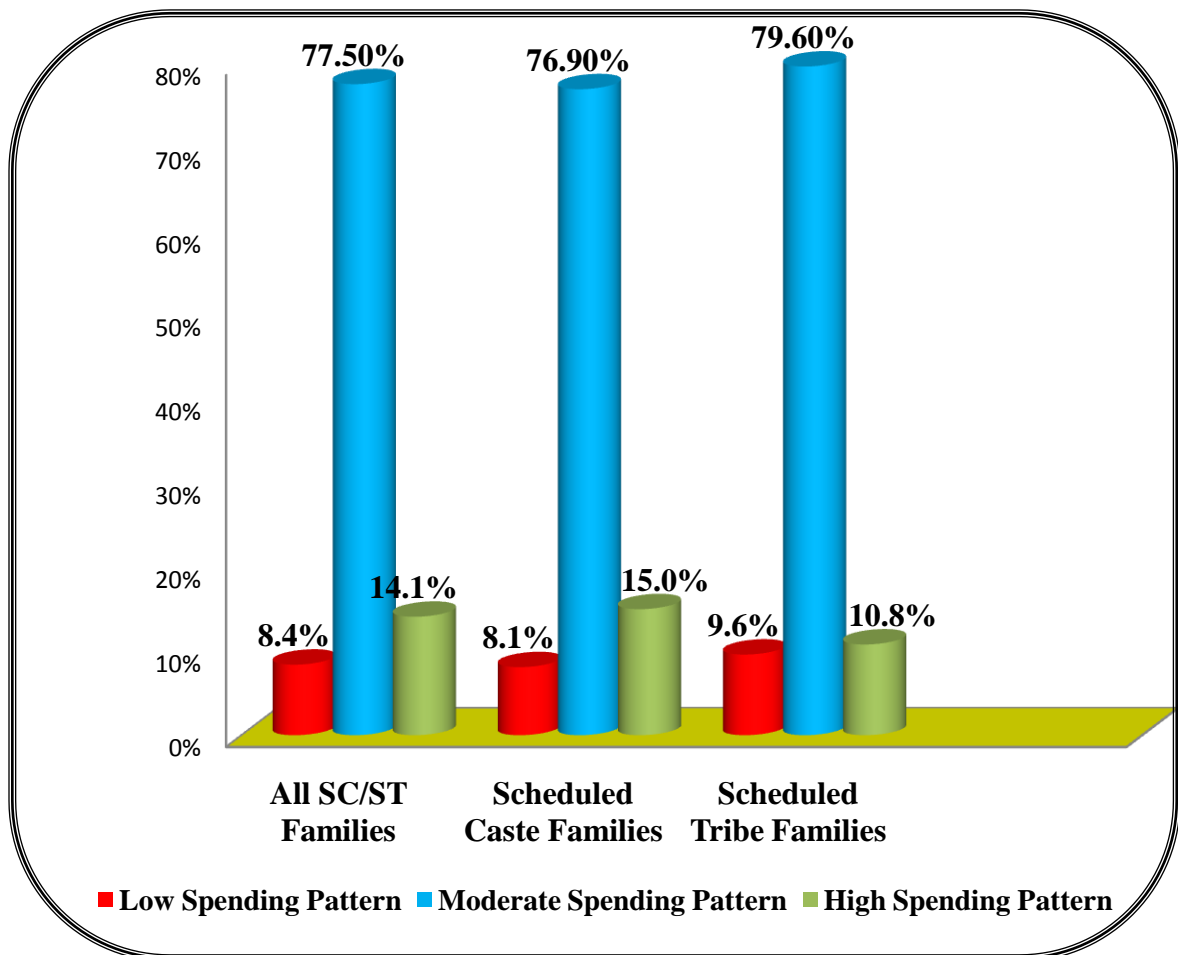
SUMMARY OF MEANS, N AND PERCENTAGES ON TOTAL SPENDING PATTERN OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

Spending Pattern Families	Low Spending Pattern			Moderate Spending Pattern			High Spending Pattern		
	N	%	Mean	N	%	Mean	N	%	Mean
All Scheduled Families	68	8.4	62.15	464	77.5	83.93	68	14.1	103.81
Scheduled Caste Families	50	8.1	62.46	356	76.9	83.82	56	15.0	104.07
Scheduled Tribe Families	18	9.6	61.28	108	79.6	84.29	12	10.8	102.58

The above table 3.3, shows the total spending pattern of the scheduled families. From the analysis of scores, it has been found that the range of scores of spending pattern is 40 to120. Out of the 600 Scheduled families, 68 (8.4%) are found to have low spending pattern, 464 (77.5%) are found to have moderate spending pattern and 68 (14.1%) are found to have high spending pattern. Similarly, out of 462 scheduled caste families, 50 (8.1%) are found to have low spending pattern, 356 (76.9%) are found to have moderate spending pattern and 56 (15.0%) are found to have high spending pattern. Similarly, out of 138 scheduled tribe families, 18 (9.6%) are found to have low spending pattern, 108 (79.6%) are found to have moderate spending pattern and 12 (10.8%) are found to have high spending pattern. Also, the above table 3.3, clearly shows that the mean score for low spending pattern of all scheduled families is 62.15, mean score for moderate spending

pattern of all scheduled families is 83.93 and the mean score for high spending pattern of all scheduled families is 103.81. Similarly, the mean score for low spending pattern of scheduled caste families is 62.46, the mean score for moderate spending pattern of scheduled caste families is 76.9 and the mean score for high spending pattern of scheduled caste families is 15.0. The mean scores for low, moderate and high spending pattern of scheduled tribe families came out to be 61.28, 84.29 and 102.58. This clearly shows that the majority of the scheduled families are found to have moderate spending pattern. The finding is in tune with the finding of Roy et al. (2013) who reported that most of scheduled caste families have moderate socio-economic status. Therefore, it can be concluded from above that most of scheduled families have moderate spending pattern.

FIGURE 3.2
GRAPHICAL REPRESENTATION OF TOTAL SPENDING PATTERN OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES



3.2.1.2 DOMAIN WISE SPENDING PATTERN OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

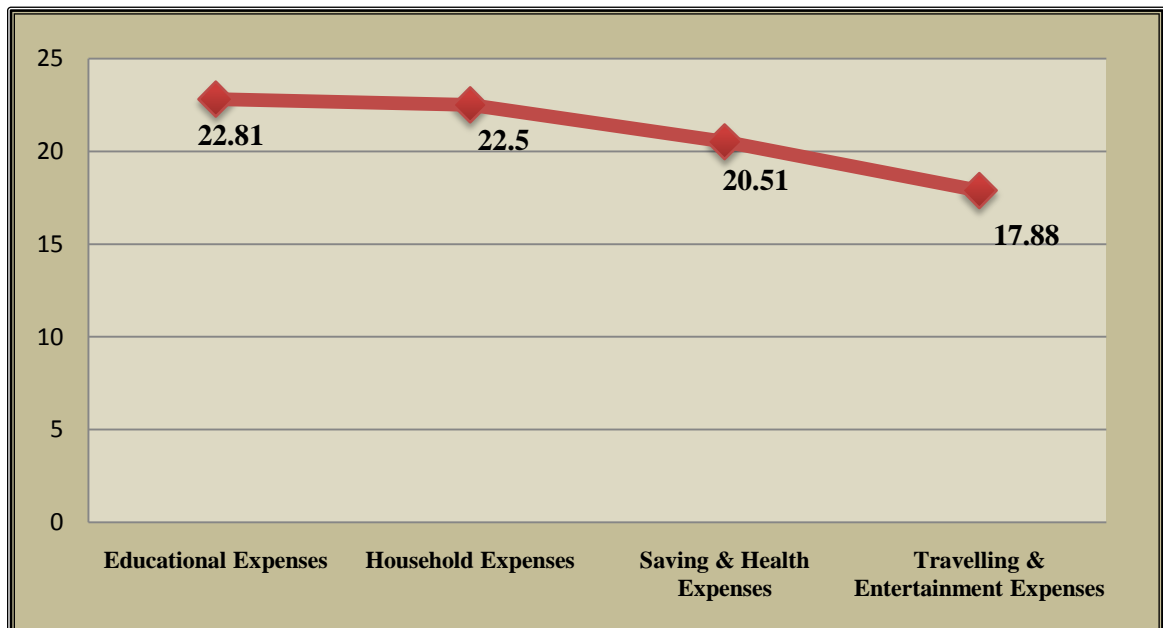
To study the domain wise spending pattern of scheduled families, means and standard deviations were calculated and are presented below in table 3.4. The graphical representation of the same is presented in figure 3.3.

TABLE 3.4
DOMAIN WISE SUMMARY OF MEANS, N AND SDs FOR SPENDING PATTERN OF ALL SCHEDULED FAMILIES

Domains of Spending Pattern	N	Mean	S.D.	Rank (High to Low)
Educational Expenses	600	22.81	4.90	1
Household Expenses	600	22.5	4.88	2
Saving & Health Expenses	600	20.51	5.36	3
Travelling & Entertainment Expenses	600	17.88	4.80	4

FIGURE 3.3

GRAPHICAL REPRESENTATION OF MEANS FOR DOMAIN WISE SPENDING PATTERN OF ALL SCHEDULED FAMILIES



According to table 3.4 and figure 3.3, domain wise spending pattern among scheduled families in order of priority is found as educational expenses (22.81), household expenses (22.50), saving & health expenses (20.51), and travelling & entertainment expenses (17.88). From this, it can be said that they have given highest priority to the educational expenses (22.81) and least priority to the travelling and entertainment expenses (17.88). Their highest priority for educational expenses indicates that due to the consistent efforts of the government in providing free school education to the children and wide spread propaganda on importance of education, families are ready to spend major sum of their income on education of their children. The finding is in tune with the findings of Tilak (2002) who reported that scheduled populace spend more on education, as there is a profound felt desire to get the children educated and consequently assemble a superior life than their seniors. Undoubtedly true, this is affirmed by the way that the quantity of spending on education by these families has expanded.

The educational inclination is followed by household expenses by all scheduled families. Their highest priority for household expenses indicates that due to reduction in poverty most of scheduled families live good social life.

The household inclination is followed by saving and health expenses. It indicates that age of the household, sex, dependency ratio, income, medical expenditure and low educational status adversely influence the spending on saving. The finding is in tune with the findings of Nayak (2013) who reported that the vast majority of the rural household have low educational status which is bringing about less consciousness of the general population towards the advantages of saving. They are even careless towards their health standard and are not aware about the fact that better and more expenditure on health related issues can decrease endemics and credit for prolonging life expectancy and work efficiency. Shankar and Manimaran (2013) reported that more than 50 % of the tribal take treatment from government health centres, less than 1/4th of tribal take treatment from private doctor's facility and almost 1/4th of the tribal go for traditional treatment.

Scheduled families give least priority to travelling and entertainment expenses. It indicates that these families have less social mobility. It seems, they are less keen on travelling to far away places. Also, it has been observed that more than 90% families

belong to low socio-economic status. Due to this reason they are left with very little income after household, educational and saving & health expenses to put to use for recreation.

The SDs of the scores ranged from 4.80 to 5.36. The lowest SDs is recorded for travelling and entertainment expenses (4.80), which suggest the tight clustering of scores around mean. Meaning thereby, not much difference exist in the travelling and entertainment expenses of scheduled families. However, the saving and health expenses with the S.D of (5.36) indicate that the score is widely dispersed from the mean. Meaning thereby, little variation exist in the saving and health expenses of scheduled families.

3.2.1.3 DOMAIN WISE SPENDING PATTERN OF SCHEDULED CASTE FAMILIES

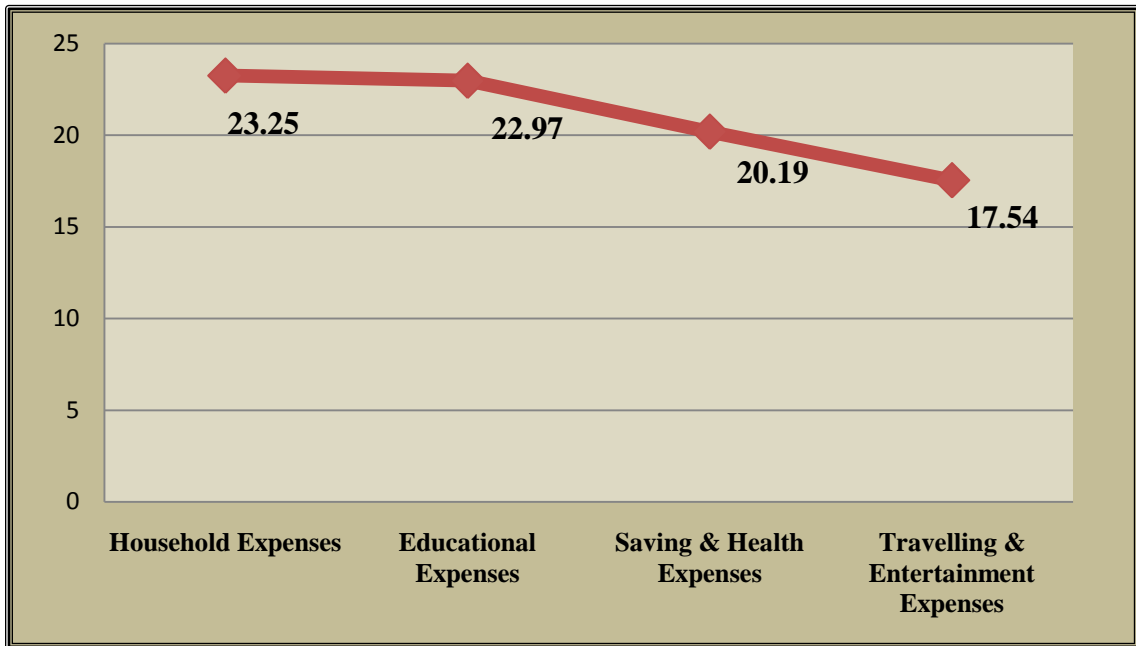
To study the domain wise spending pattern of scheduled caste families, means and standard deviations were calculated and analysis of data is given below in table 3.5. The graphical representation of the same is presented in figure 3.4.

TABLE 3.5
DOMAIN WISE SUMMARY OF MEANS, N AND SDs FOR SPENDING
PATTERN OF SCHEDULED CASTE FAMILIES

Domains of Spending Pattern	N	Mean	S.D.	Rank (High to Low)
Household Expenses	462	23.25	4.85	1
Educational Expenses	462	22.97	5.12	2
Saving & Health Expenses	462	20.19	5.47	3
Travelling & Entertainment Expenses	462	17.54	4.79	4

FIGURE 3.4

**GRAPHICAL REPRESENTATION OF MEANS FOR DOMAIN WISE SPENDING
PATTERN OF SCHEDULED CASTE FAMILIES**



According to table 3.5 and figure 3.4, domain wise spending pattern among scheduled caste families in order of priority is found as household expenses (23.25), educational expenses (22.97), saving & health expenses (20.19) and travelling & entertainment expenses (17.54). From this, it can be said that they have given highest priority for the household expenses (23.25) and least priority for the travelling and entertainment expenses (17.54). Their highest priority for household expenses indicates that in order to live a good life, the expenditure on household is given importance. The finding is in tune with the findings of Varghese (1989) who reported that poor families spend most or all of their income on basic necessities.

Among scheduled caste families, the inclination towards household expenses is followed by educational expenses. It indicates that due to the effort of the government in providing free school education to the children and wide spread propaganda on importance of education; families are quite aware regarding literacy and education.

The educational inclination of scheduled caste families is followed by saving and health expenses. It indicates that due to high household expenses, savings are not given importance by scheduled caste families. It suggests that, after household and educational expenses, scheduled caste families are hardly left with enough income at hand to invest. For health related queries, they visit government hospitals.

Scheduled caste families give least priority to travelling and entertainment expenses. It indicates that families are having low social mobility. It seems, they are less keen on travelling to faraway places. In addition, due to low socio-economic status, they are left with little income after other expenses to spend on travelling and entertainment expenses.

The S.Ds of the scores ranged from 4.79 to 5.48. The lowest S.D is recorded for travelling and entertainment expenses (4.79), which suggest the tight clustering of scores around mean. Meaning thereby, less variation exists in the travelling and entertainment expenses of SC populace. However, the saving & health expenses with the S.D of (5.47) indicate that the travelling and entertainment expenses are little varied in the scheduled caste populace.

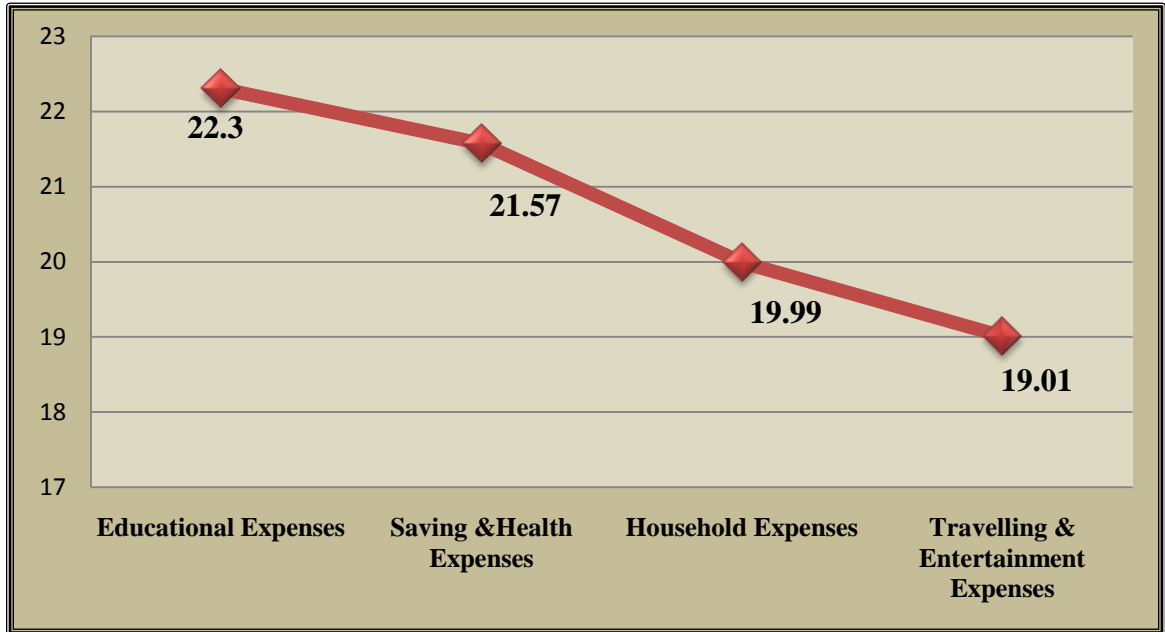
3.2.1.4 DOMAIN WISE SPENDING PATTERN OF SCHEDULED TRIBE FAMILIES

To study the domain wise spending pattern of scheduled tribe families means and standard deviations were calculated and are presented below in table 3.6. The graphical representation of the same is presented in figure 3.5.

TABLE 3.6
DOMAIN WISE SUMMARY OF MEANS, N AND SDs FOR SPENDING PATTERN OF SCHEDULED TRIBE FAMILIES

Domains of Spending Pattern	N	Mean	S.D.	Rank (High to Low)
Educational Expenses	138	22.3	4.05	1
Saving & Health Expenses	138	21.57	4.85	2
Household Expenses	138	19.99	4.05	3
Travelling & Entertainment Expenses	138	19.01	4.65	4

FIGURE 3.5
GRAPHICAL REPRESENTATION OF MEANS FOR DOMAIN WISE SPENDING
PATTERN OF SCHEDULED TRIBE FAMILIES



According to table 3.6 and figure 3.5, domain wise spending pattern among scheduled tribe families in order of priority is found as educational expenses (22.3), saving & health expenses (21.57), household expenses (19.99), and travelling & entertainment expenses (19.01). From this, it is interpreted that they have given highest priority to the educational expenses (22.3) and least priority to the travelling and entertainment expenses (19.01). Their highest priority for educational expenses indicates that they give importance to education. This is due to the effort of the government in providing free school education to the children and wide spread propaganda on importance of education families are ready to spend major share of income on education of children. The finding is in tune with the findings of Tilak (2002) who reported that scheduled populace spend more on education, as there is a profound felt desire to get the children educated and consequently creation of avenues of social mobility.

The educational inclination is followed by saving and health expenses by scheduled tribe populace. It indicate that due to the increase in financial institutions like banks, micro finance institutions and other local banks scheduled tribe families exhibit optimistic attitude towards saving. The finding is in tune with the findings of Komicha (2007) reported that

financial institutions with easy access, low transaction costs, higher real returns on savings and convenient withdrawal of savings may provide incentives for those who hold financial savings informally. This helps them to channelize their savings into the formal institutions. Similarly, like scheduled caste populace, the scheduled tribe families visit hospitals for treatment.

The next in order of priority for scheduled tribe families is household expenses. It indicates that due to deprivation most of tribal populace habitat in rural area and remain devoid of many assets like personal vehicles, telephones etc. that are assumed to be necessities of modern life. Lastly, scheduled tribe families give least priority to travelling and entertainment expenses. It indicates that families travel much less and have less mobility.

The S.Ds of the scores ranged from 4.05 to 4.85. The lowest S.D is recorded for household and educational expenses (4.05), which suggest the tight clustering of scores around mean. Meaning thereby, there exists very less variation in household and educational expenses of scheduled tribe families. However, the saving and health expenses with the S.D of (4.85) indicate that there is little variation in scores of scheduled tribe families.

3.2.2 SOCIO-ECONOMIC STATUS OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

To study the socio-economic status of scheduled families, means and percentages were calculated and the analysis of the data is given below in table 3.7. The graphical representation of the same is presented in figure 3.6.

TABLE 3.7

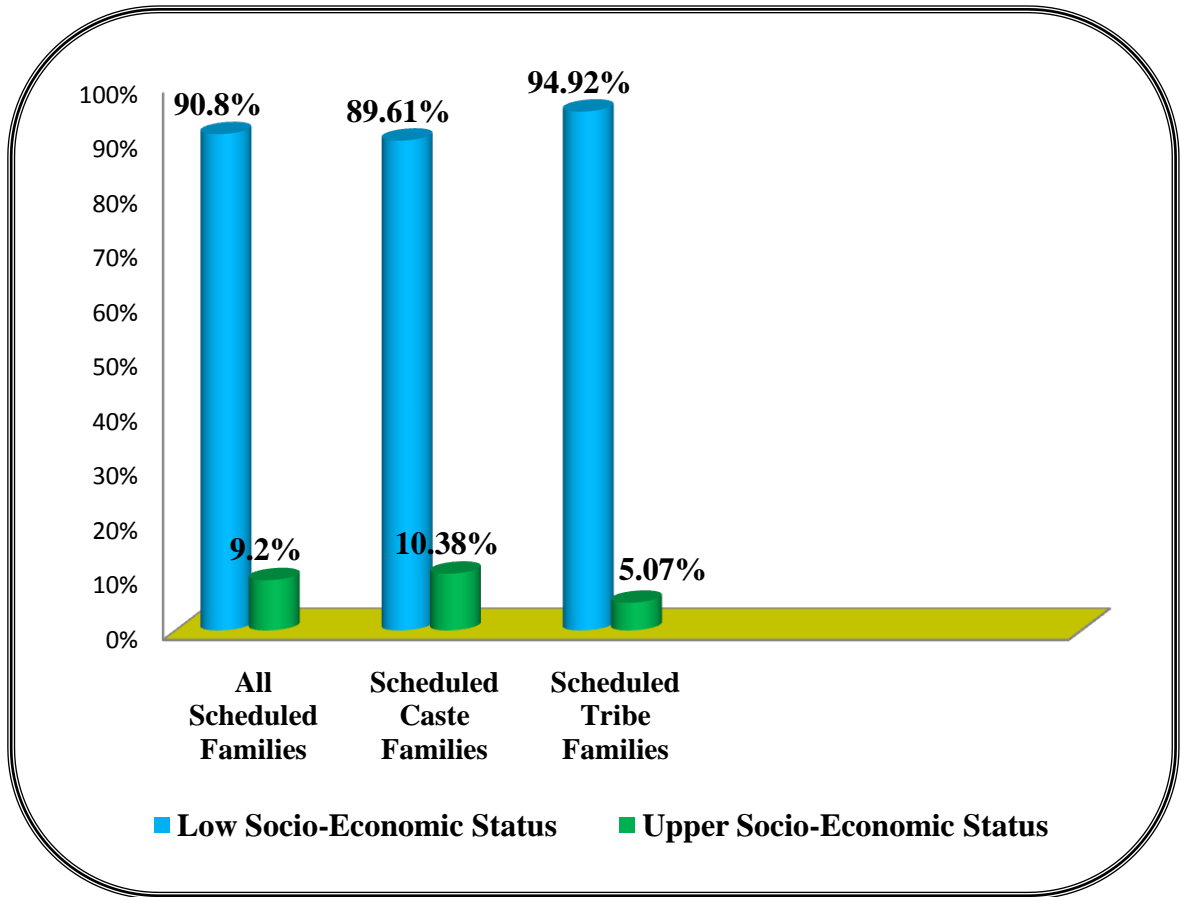
SUMMARY OF MEANS, N AND PERCENTAGES ON SOCIO-ECONOMIC STATUS OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

Socio-Economic Status Families	Low Socio-Economic Status			Upper low Socio-Economic Status		
	N	%	Mean	N	%	Mean
All Scheduled Families	545	90.8	240.18	55	9.2	308.13
Scheduled Caste Families	414	89.61	242.16	48	10.38	306.58
Scheduled Tribe Families	131	94.92	233.92	7	5.07	318.17

The above table 3.7 shows the socio-economic status of the scheduled families. Out of 600 scheduled families, 545 (90.8%) belong to low socio-economic status and 55 (9.2%) belong to upper low socio-economic status. Similarly, out of 462 scheduled caste families, 414 (89.61%) belong to low socio-economic status and 48 (10.38%) belong to upper low socio-economic status. Out of 138 scheduled tribe families, 131 (94.92%) belong to low socio-economic status and 7 (5.07%) belong to upper low socio-economic status. Also, the above table 3.7, clearly shows that the mean score for low and upper low socio-economic status of all scheduled families is 240.18 and 308.13. Similarly, the mean score for low and upper low socio-economic status of scheduled caste families is observed as 242.16 and 306.58. The mean scores for low and upper low socio-economic status of scheduled tribe families is observed as 233.92 and 318.17. However, no families from the data reported their socio-economic status in middle, upper middle and upper socio-economic status brackets. This clearly shows that the majority of the SC/ST families belong to low socio-economic status of the society from the economic point of view. The findings is in tune with the findings of Pai (2000) who reported that scheduled tribe constitute disadvantaged, economically poor and socially backward groups. Therefore, it is concluded from above that most of scheduled families are having low socio-economic status in society. The possible reason for this could be that agriculture was their sole occupation while eventually, they resorted to subsidiary occupations like labour, shop keeping, and driving. In addition, scheduled families own little land and due to low levels of skilled occupation, they suffer from low levels of urbanization and draw low wages.

FIGURE 3.6

GRAPHICAL REPRESENTATION OF SOCIO-ECONOMIC STATUS OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES



3.2.3 PARENTAL ASPIRATION OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

To study the parental aspiration of scheduled families, means and percentages were calculated and analysis of the data is given below in table 3.8. The graphical representation of the same is presented in figure 3.7.

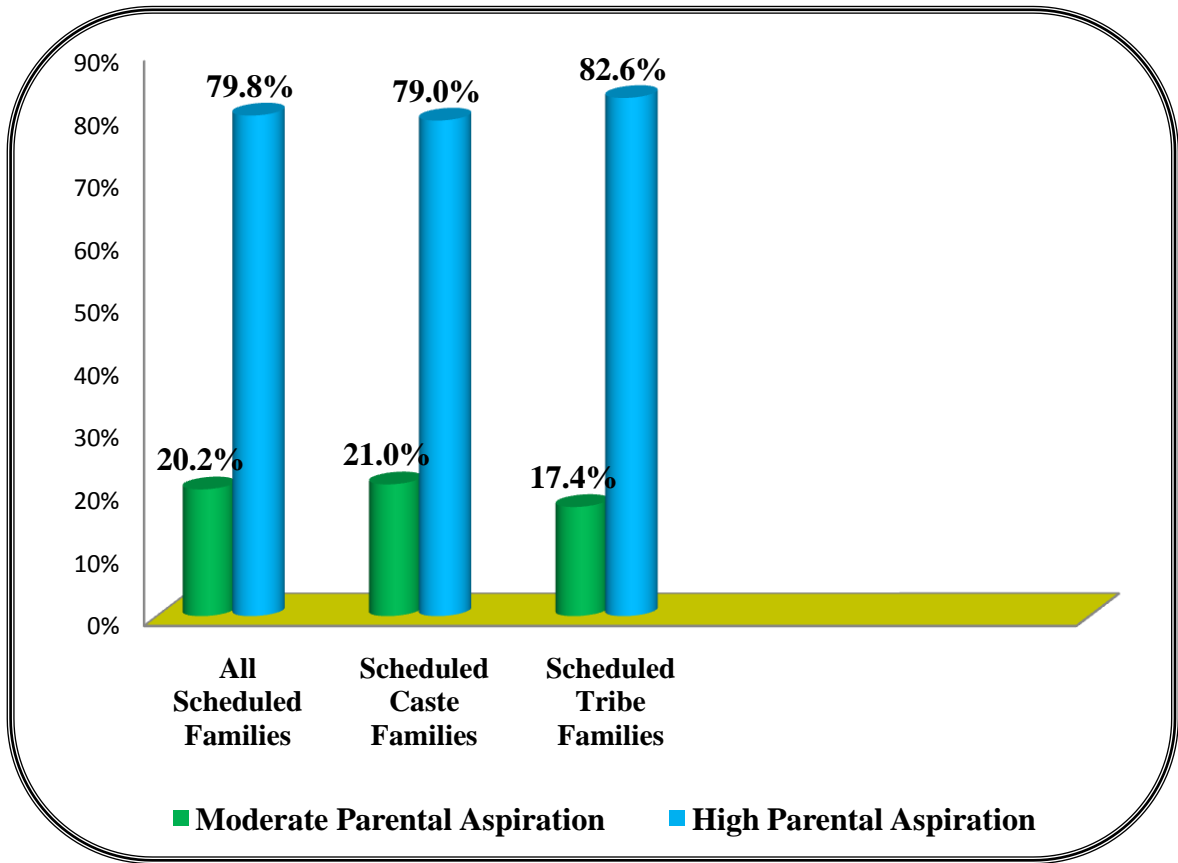
TABLE 3.8
SUMMARY OF MEANS, N AND PERCENTAGES ON PARENTAL
ASPIRATION OF SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES

Parental Aspiration Families	Moderate Parental Aspiration			High Parental Aspiration		
	N	%	Mean	N	%	Mean
All Scheduled Families	121	20.2	105.21	479	79.8	134.44
Scheduled Caste Families	97	21	105.27	365	79	133.86
Scheduled Tribe Families	24	17.4	105	114	82.6	136.28

The above table 3.8 shows the parental aspiration of the scheduled families. Out of 600 scheduled families, 121 (20.2%) have showed moderate parental aspiration and 479 (79.8%) have showed high parental aspiration. Similarly, out of 462 scheduled caste families, 97 (21%) have exhibited moderate parental aspiration and 365 (79%) have exhibited higher parental aspiration. Out of 138 scheduled tribe families, 24 (17.4%) have exhibited moderate parental aspiration and 114 (82.6%) have exhibited higher parental aspiration. Also, the above table 3.8, clearly shows that the mean scores for moderate and high parental aspiration of all scheduled families are 105.21 and 134.44. Similarly, the mean score for moderate and high parental aspiration of scheduled caste families are 105.27 and 133.86. Further, the mean score for moderate and high parental aspiration of all scheduled families are 105 and 136.28. However, no families from the data reported low parental aspiration. This clearly shows that the majority of the scheduled families possess high parental aspiration. The finding is in tune with the findings of Spera et al. (2009) who reported that regardless of their ethnic background all parents have relatively high educational aspirations for their children. Similarly, Gutman and Akerman (2008) who reported that parents from ethnic groups have higher aspiration for their children education. Therefore, it can be concluded from above that the parents among the

scheduled families have high aspirations for their children. They want to uplift their economic status and understand education as a mean for upward mobility in society.

FIGURE 3.7
GRAPHICAL REPRESENTATION OF PARENTAL ASPIRATION OF
SCHEDULED CASTE AND SCHEDULED TRIBE FAMILIES



3.3.1 INFLUENCE OF SCHEDULED FAMILIES AND SPENDING PATTERN ON ATTITUDE TOWARDS EDUCATION

To study the influence of scheduled families and spending pattern on the attitude towards education, 2 x 3 factorial design i.e. scheduled families viz. scheduled caste and scheduled tribe & spending pattern viz. low, moderate and high have been applied. The means and standard deviations of sub groups of scheduled caste and scheduled tribe families with low, moderate and high spending pattern on the scores of attitude towards education have been calculated and are presented below in table 3.9.

TABLE 3.9**MEANS, N AND SDs ON THE SCORES OF ATTITUDE TOWARDS EDUCATION WITH RESPECT TO SCHEDULED FAMILIES AND SPENDING PATTERN**

Scheduled Families	Spending Pattern	Mean	S.D.	N
Scheduled Caste	Low	7.87	1.05	50
	Moderate	7.81	0.84	356
	High	7.61	0.98	56
	Total	7.79	0.88	462
Scheduled Tribe	Low	8.19	0.69	18
	Moderate	7.57	1.06	108
	High	7.71	0.71	12
	Total	7.66	1.01	138

In order to analyze the variance of attitude towards education of scheduled caste and scheduled tribe families with low, moderate and high spending pattern, the obtained scores were subjected to ANOVA and the results have been presented below in table 3.10.

TABLE 3.10**SUMMARY OF ANOVA FOR 2x3 DESIGN ON THE SCORES OF ATTITUDE TOWARDS EDUCATION WITH RESPECT TO SCHEDULED FAMILIES AND SPENDING PATTERN**

Source of Variation	df	SS	MSS	F
Scheduled Families	1	0.168	0.168	0.201
Spending Pattern	2	5.332	2.666	3.19
Interaction (Scheduled Families x Spending Pattern)	2	4.229	2.115	2.53
Error Variance	594	497.110	.837	
Total	599	36706.898		
* Significant at 0.05 level of Confidence				
** Significant at 0.01 level of Confidence				

MAIN EFFECTS

Scheduled Families

From table 3.10, it has been observed that F ratio for the difference between means of scheduled caste and scheduled tribe families on attitude towards education is found to be 0.201. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (1), "Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education." It indicates that scheduled caste and scheduled tribe families exhibit not much different attitude towards education. The finding is in tune with the findings of Dinesh and Chandrashaker (2015), who reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children. Therefore, it is interpreted that government scheme for awareness of education has been taken well by both scheduled caste and scheduled tribe families.

Spending Pattern

From table 3.10, it has been observed that F ratio for the difference between means of scheduled families with low, moderate and high spending pattern on attitude towards education is found to be 3.19. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (2), "Scheduled families having different spending pattern do not differ significantly in their attitude towards education." It indicates that scheduled families having low, moderate and high spending pattern exhibit similar attitude towards education.

INTERACTION (Scheduled Families x Spending Pattern)

From table 3.10, it has been observed that F-ratio for the interaction between scheduled families and spending pattern is found to be 2.53. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (3), "Scheduled families and spending pattern have no significant interaction effect on the attitude towards education." It indicates that there is no significant difference on the scores of scheduled families

having low, moderate and high spending pattern in their attitude towards education. Therefore, it can be concluded from above that spending pattern and scheduled families together have no remarkable influence on attitude towards education among families.

DISCUSSION ON RESULTS

From the results, it can be concluded that scheduled caste and scheduled tribe families do not differ in their attitude towards education. The finding is in tune with the previous findings of tribal families and non-tribal families Patnaik and Samal (2012) and Dinesh and Chandrashaker (2015), who reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children. This suggests that awareness of the benefits of education as a source of emancipation and upward movement has percolated in the scheduled families of Uttarakhand state. Further, also, attitude towards education of scheduled families is not different by their spending pattern. This is evident from the sample that most of the scheduled families (77.5%) have exhibited moderate spending pattern. The domain wise expenditure also indicate that they show similar trend in their spending pattern. Also, the socio-economic status reported by scheduled families is only low and upper low. This indicates to non influence of spending pattern on attitude towards education. Therefore, it is a implication for government to enhance their incomes so that their preferences for spending may change beyond basic necessities. Thirdly, scheduled Family status and spending pattern together also has not made any influence on the attitude of scheduled families towards education of the children.

3.3.2 INFLUENCE OF SCHEDULED FAMILIES AND SOCIO-ECONOMIC STATUS ON ATTITUDE TOWARDS EDUCATION

To study the influence of scheduled families and socio-economic status on attitude towards education scores, 2x2 factorial design i.e. scheduled families viz. scheduled caste and scheduled tribe & socio-economic status viz. low socio-economic status and upper low socio-economic status have been applied. The means and standard deviations of sub groups of scheduled caste and scheduled tribe families with low and upper low socio-economic status on the scores of attitude towards education have been calculated and presented below in table 3.11.

TABLE 3.11
MEANS, N AND SDs ON THE SCORES OF ATTITUDE TOWARDS
EDUCATION WITH RESPECT TO SCHEDULED FAMILIES AND SOCIO-
ECONOMIC STATUS

Scheduled Families	Socio-Economic Status	Mean	S.D.	N
Scheduled Caste	Low	7.80	0.91	414
	Upper Low	7.73	0.73	48
	Total	7.79	0.89	462
Scheduled Tribe	Low	7.68	1.02	131
	Upper Low	7.41	0.91	7
	Total	7.66	1.01	138

In order to analyze the variance of attitude towards education of scheduled caste and scheduled tribe families with low and upper low socio-economic status, the obtained scores were subjected to ANOVA and the results have been presented below in table 3.12.

TABLE 3.12
SUMMARY OF ANOVA FOR 2x2 DESIGN ON THE SCORES OF ATTITUDE
TOWARDS EDUCATION WITH RESPECT TO SCHEDULED FAMILIES AND
SOCIO-ECONOMIC STATUS

Source of Variation	df	SS	MSS	F
Scheduled Families	1	1.158	1.158	1.37
Socio Economic Status	1	0.670	0.670	0.79
Interaction (Scheduled Families x Socio Economic Status)	1	0.230	0.230	0.27
Error Variance	597	504.47	0.846	
Total	599	36706.89		
* Significant at 0.05 level of Confidence				
** Significant at 0.01 level of Confidence				

MAIN EFFECTS

Scheduled Families

From table 3.12, it has been observed that F ratio for the difference between means of scheduled caste and scheduled tribe families on attitude towards education is found to be 1.37. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (1), “Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education.” It indicates that scheduled caste and scheduled tribe families do not differ in their attitude towards education. The finding is in tune with the findings of Dinesh and Chandrashaker (2015) reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children.

Socio-Economic Status

From table 3.12, it has been observed that F ratio for the difference between means of scheduled families with low and upper low socio-economic status on attitude towards education is found to be 0.79. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (4), “Scheduled families having different socio-economic status do not differ significantly in their attitude towards education.” It indicates that low socio-economic status families and upper low socio-economic status families have similar attitude towards education. The finding is in tune with the findings of Al-Matalka (2014), who reported that regardless of socio-economic status parents are involved in education of their children. Though the socio-economic status of the scheduled families is low, therefore, it can be concluded from above that socio-economic status does not influence any increase /decrease in attitude towards education among scheduled families.

INTERACTION (Scheduled Families x Socio-Economic Status)

From table 3.12, it has been observed that F-ratio for the interaction between scheduled families and socio-economic status is found to be 0.27. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not

provide sufficient evidence to reject the hypothesis namely (5), “Scheduled families and socio-economic status has no significant interaction effect on their attitude towards education.” It indicates that there is no significant difference on the scores of scheduled families having low and upper low socio-economic status on their attitudes towards education. Therefore, it can be concluded that socio-economic status and scheduled families together have no remarkable influence on attitude towards education among scheduled families.

DISCUSSION ON RESULTS

From the results, it can be concluded that scheduled caste and scheduled tribe families do not differ in their attitude towards education. The finding is in tune with the previous findings of tribal families and non-tribal families Patnaik and Samal (2012) and Dinesh and Chandrashaker (2015), who reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children. This suggests that awareness of the benefits of education as a source of emancipation and upward movement has percolated in the scheduled families of Uttarakhand state. Further, also, attitude towards education of scheduled families do not differ due their socio economic status. This is due the fact that the socio economic status of the families are not much different in the scheduled populace. The socio economic status reported by these families is low (90.8%) and upper low (9.2%). Both the scheduled family status and socio economic status collectively also do not make any influence on attitude towards education of families. This point to their income levels being very low. Hence, the government needs to make efforts for their upliftment from economic point of view. This all points to still a lot to be done in terms of the development of education among these masses in the state of Uttarakhand.

3.3.3 INFLUENCE OF SCHEDULED FAMILIES AND PARENTAL ASPIRATION ON ATTITUDE TOWARDS EDUCATION

To study the influence of scheduled families and parental aspiration on attitude towards education scores, 2x2 factorial design i.e. scheduled families viz. scheduled caste and scheduled tribe & parental aspiration viz. moderate parental aspiration and high parental aspiration have been applied. The means and standard deviations of sub groups of scheduled caste and scheduled tribe families with moderate and high parental aspiration on the scores of attitude towards education have been calculated and presented below in table 3.13.

TABLE 3.13
MEANS, N AND SDs ON THE SCORES OF ATTITUDE TOWARDS EDUCATION
WITH RESPECT TO SCHEDULED FAMILIES AND PARENTAL ASPIRATION

Scheduled Families	Parental Aspiration	Mean	S.D.	N
Scheduled Caste	Moderate	7.84	0.78	97
	High	7.79	0.91	365
	Total	7.80	0.88	462
Scheduled Tribe	Moderate	7.85	0.91	24
	High	7.63	1.03	114
	Total	7.67	1.01	138

In order to analyze the variance of attitude towards education of scheduled caste and scheduled tribe families with moderate and high parental aspiration, the obtained scores were subjected to ANOVA and the results have been presented below in table 3.14.

TABLE 3.14

SUMMARY OF ANOVA FOR 2x2 DESIGN ON THE SCORES OF ATTITUDE TOWARDS EDUCATION WITH RESPECT TO SCHEDULED FAMILIES AND PARENTAL ASPIRATION

Source of Variation	df	SS	MSS	F
Scheduled Families	1	0.37	0.37	0.44
Parental Aspiration	1	1.20	1.20	1.42
Interaction (Scheduled Families x Parental Aspiration)	1	0.40	0.40	0.47
Error Variance	596	503.97	0.84	
Total	599	36706.89		
* Significant at 0.05 level of Confidence				
** Significant at 0.01 level of Confidence				

MAIN EFFECTS

Scheduled Families

From table 3.14, it has been observed that F ratio for the difference between means of scheduled caste and scheduled tribe families on attitude towards education is found to be 0.44. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (1), “Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education.” It indicates that scheduled caste and scheduled tribe families exhibit no different attitude towards education. The finding is in tune with the findings of Dinesh and Chandrashaker (2015), who reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children. Therefore, it can be concluded that scheduled caste and scheduled tribe families do not differ in their attitude towards education.

Parental Aspiration

From table 3.14, it has been observed that F ratio for the difference between means of scheduled families with moderate and high parental aspiration on attitude towards education is found to be 1.42. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (6), “Scheduled families having different parental aspiration do not differ significantly in their attitude towards education.” It indicates that families showing moderate and high parental aspiration for their children have similar attitude towards education. Therefore, it can be concluded from above that parental aspiration does not influence by increase /decrease in attitude towards education among scheduled families.

INTERACTION (Scheduled Families x Parental Aspiration)

From table 3.14, it has been observed that F-ratio for the interaction between scheduled families and parental aspiration is found to be 0.47. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (7), “Scheduled families and parental aspiration level have no significant interaction effect on their attitude towards education.” It indicates that there is no significant difference on the scores of scheduled families having moderate and high parental aspiration on their attitudes towards education. Therefore, it can be concluded that parental aspiration and scheduled families together have no remarkable influence on attitude towards education among scheduled families.

DISCUSSION ON RESULTS

From the results, it can be concluded that scheduled caste and scheduled tribe families do not differ in their attitude towards education. Further, also, attitude towards education of scheduled families do not differ due their parental aspirations of parents for their children. The parental aspiration of parents among scheduled families is also found to be high (79.8%). But still it has not been able to influence the attitude towards education of the parents. The cause of this may be low income as is evident from the moderate spending pattern and low and upper low socio economic status. Their focus is

towards earning for the family despite having high aspirations for their children education. The government has to start more schemes for providing avenues for children of scheduled families to cater to the aspiration of these communities to bring a favourable change in the attitude towards education of these parents.

3.4 INFLUENCE OF SCHEDULED FAMILIES AND TYPE OF FAMILY ON PARENTAL ASPIRATION

To study the influence of scheduled families and type of family on parental aspiration scores, 2x2 factorial design i.e. Scheduled families viz. scheduled caste and scheduled tribe & Type of family viz. nuclear and joint. The means and standard deviations of sub groups of scheduled caste and scheduled tribe with nuclear and joint families on the scores of parental aspiration have been calculated and are presented below in table 3.15.

TABLE 3.15
MEANS, N AND SDs ON THE SCORES OF PARENTAL ASPIRATION WITH
RESPECT TO SCHEDULED FAMILIES AND TYPE OF FAMILY

Scheduled Families	Type of Family	Mean	S.D.	N
Scheduled Caste	Nuclear	128.29	14.29	343
	Joint	126.58	16.29	119
	Total	127.85	14.83	462
Scheduled Tribe	Nuclear	131.00	14.47	108
	Joint	130.26	17.63	30
	Total	130.84	15.14	138

In order to analyze the variance of parental aspiration as a result of scheduled families and type of family, the obtained scores were subjected to ANOVA and the results have been presented below in table 3.16.

TABLE 3.16
SUMMARY OF ANOVA FOR 2x2 DESIGN ON THE SCORES OF PARENTAL
ASPIRATION WITH RESPECT TO SCHEDULED FAMILIES AND TYPE OF
FAMILY

Source of Variation	df	SS	MSS	F
Scheduled Families	1	755.27	755.27	3.39
Type of family	1	110.66	110.66	0.49
Interaction (Scheduled Families x type of family)	2	17.662	17.662	0.079
Error Variance	595	132590.35	222.467	
Total	599	10047840.0		
* Significant at 0.05 level				
** Significant at 0.01 level				

MAIN EFFECTS

Scheduled Families

From table 3.16, it has been observed that F ratio for the difference between means of scheduled caste and scheduled tribe families on parental aspiration is found to be 3.39. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (8), “Scheduled caste and scheduled tribe family do not differ significantly on their parental aspiration”. It indicates that scheduled caste and scheduled tribe families do not differ in the parental aspirations for the education of their children.

Type of Family

From table 3.16, it has been observed that F ratio for the difference between means of nuclear and joint families on parental aspiration is found to be 0.49. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (9), “There is no significant difference in the parental aspiration of nuclear and joint scheduled

families.” It indicates that the nuclear and joint scheduled families possess similar parental aspiration for education of their children. Finding is in tune with the findings of Khatoon (2008), who reported that nuclear and joint family system do not influence parental aspiration for their children schooling. Therefore, it can be concluded that all parents are concerned about their children and support them in all their endeavours towards education.

INTERACTION (Scheduled Families x Type of Family)

From table 3.16, it has been observed that F-ratio for the interaction between scheduled families and type of family is found to be 0.079. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (10), “Scheduled families and type of family have no significant interaction effect on parental aspiration.” It indicates that there is no significant interaction on the scores of parental aspiration due to scheduled families and type of family. Therefore, it can be concluded that types of family and scheduled families together have no remarkable influence on parental aspiration of scheduled families.

DISCUSSION ON RESULTS

From the results, it can be concluded that scheduled caste and scheduled tribe families do not differ in the parental aspirations for the education of their children. This is evident since among both the groups almost equal number has shown high and moderate parental aspiration. This suggests that the parents among both groups had aspirations for education of their children. Secondly, nuclear and joint scheduled families do not differ in the parental aspiration for education of their children. This is corroborated by the findings of Khatoon (2008), who reported that nuclear and joint family system do not influence parental aspiration for their children schooling. Therefore, it can be concluded that all parents are concerned about their children and support them in all their endeavours towards education. Thirdly, together scheduled family and type of family had not made any influence on the parental aspiration of families. This all points to that parental aspirations are not influenced by the scheduled status and family type.

3.5 COEFFICIENT OF CORRELATION BETWEEN PARENTAL ASPIRATION AND ASPIRATION LEVEL OF CHILDREN OF SCHEDULED FAMILIES

In order to study the coefficient of correlation between parental aspiration and aspiration level of children of SC/ST families, data is analyzed by using Pearson's product moment coefficient of correlation and is presented below in table 3.17.

TABLE 3.17

SUMMARY OF COEFFICIENT OF CORRELATION BETWEEN PARENTAL ASPIRATION AND ASPIRATION LEVEL OF CHILDREN OF SCHEDULED FAMILIES

Aspiration Level of Children	Parental Aspiration		
	Scheduled Families N=600	Scheduled Caste Families N=462	Scheduled Tribe Families N=138
Goal Discrepancy Scores	0.017	0.034	-0.057
Attainment Discrepancy Scores	0.024	0.007	0.035
Number of Times Goal Reach Scores	0.001	0.026	-0.048

From the table 3.17, it has been observed that coefficient of correlation between parental aspiration and aspiration level of children from scheduled families with respect to goal discrepancy scores, attainment discrepancy scores, and number of times goal reach scores are found to be 0.017, 0.024, and 0.001 respectively. The calculated values are not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely, (11) "There is no significant relationship between parental aspiration and aspiration level of children from scheduled families. This implies that there exists no significant relationship between parental aspiration and children aspiration level from scheduled families in terms of goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores.

The finding is in tune with the findings of Kleanthous and Williams (2009). They reported that parental aspiration was not statistically significant with student's dispositions to study further mathematics in higher education. Therefore, it can be concluded from above that children decision for their career are not matched with the aspiration of the parents. The results may be due to the educational disposition since the children are the first generation learners and may not have broader horizon level for their aspiration in comparison to the parents.

Similarly, it is clear from table 3.17 that coefficient of correlation between parental aspiration and aspiration level of children from scheduled caste families with respect to goal discrepancy scores, attainment discrepancy scores, and number of times goal reach scores are found to be 0.034, 0.007 and 0.026 respectively. The calculated values are not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely, (12) "There is no significant relationship between parental aspiration and aspiration level of children from scheduled caste families". It indicates that there exists no significant relationship between parental aspiration and children aspiration level with respect to goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores.

Also, from the table 3.17, it is observed that the coefficient of correlation between parental aspiration and aspiration level of children from scheduled tribes families with respect to goal discrepancy scores, attainment discrepancy scores, and number of times goal reach scores are found to be -0.057, 0.035 and -0.048 respectively. The calculated values are not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (13), "There is no significant relationship between parental aspiration and aspiration level of children from scheduled tribe families". It indicates that there exists no significant relationship between parental aspiration of scheduled tribe families with aspiration level of children with respect to goal discrepancy scores, attainment discrepancy scores, and number of time goal reach scores.

3.6 COEFFICIENT OF CORRELATION BETWEEN ATTITUDE TOWARDS EDUCATION, SPENDING PATTERN, SOCIO-ECONOMIC STATUS AND PARENTAL ASPIRATION OF SCHEDULED FAMILIES

To study the relationship between attitude towards education with spending pattern, socio-economic status and parental aspiration of scheduled families both linear and multiple coefficient of correlation are calculated. The results are presented below in table 3.18.

TABLE 3.18

SUMMARY OF COEFFICIENT OF CORRELATION (r) BETWEEN ATTITUDE TOWARDS EDUCATION, SPENDING PATTERN, SOCIO-ECONOMIC STATUS AND PARENTAL ASPIRATION OF SCHEDULED FAMILIES

Variable		Scheduled Families N=600	Scheduled Caste Families N=462	Scheduled Tribe Families N=138
Dependent	Independent			
Attitude Towards Education	Spending Pattern	-0.069	-0.047	-0.146
	Socio-Economic Status	-0.023	-0.019	-0.060
	Parental Aspiration	-0.023	-0.019	-0.015
*Significant at 0.01 Level of Confidence				
** Significant at 0.05 Level of Confidence				

From table 3.18, it has been observed that the coefficient of correlation 'r' between attitude towards education and spending pattern of all scheduled families is found to be -0.069. Similarly, the coefficient of correlation 'r' between attitude towards education and socio-economic status of all scheduled families is found to be -0.023. Further, the coefficient of correlation 'r' between attitude towards education and parental aspiration of all scheduled families is found to be -0.023. The calculated 'r' values are not found to be significant even at the 0.05 level of confidence. It indicates there exists no

relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among all scheduled families. The finding is in tune with the findings of Sharma and Jaswal (2001) who reported that there is no significant correlation between parental aspiration and parental attitude.

From table 3.18, it has been observed that the coefficient of correlation between attitude towards education and spending pattern scores of scheduled caste families is found to be -0.047. Similarly, the coefficient of correlation 'r' between attitude towards education and socio-economic status scores of scheduled caste families found to be -0.019. Similarly, the coefficient of correlation 'r' between attitude towards education and parental aspiration scores of scheduled caste families is found to be -0.019. The calculated 'r' values are not found to be significant even at the 0.05 level of confidence. It indicates there exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among scheduled caste families.

From table 3.18, it has been observed that the coefficient of correlation 'r' between attitude towards education and spending pattern scores of scheduled tribe families is found to be -0.146. Similarly, the coefficient of correlation 'r' between attitude towards education and socio-economic status scores of scheduled tribe families is found to be -0.060. Similarly, the coefficient of correlation 'r' between attitude towards education and parental aspiration scores of scheduled tribe families is found to be -0.015. The calculated 'r' value are not found to be significant even at the 0.05 level of confidence. It indicates there exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among scheduled tribe families.

TABLE 3.19

SUMMARY OF MULTIPLE CORRELATION (R) BETWEEN ATTITUDE TOWARDS EDUCATION, SPENDING PATTERN, SOCIO-ECONOMIC STATUS AND PARENTAL ASPIRATION OF SCHEDULED FAMILIES

Variable		Scheduled Families N=600	Scheduled Caste Families N=462	Scheduled Tribe Families N=138
Dependent	Independent			
Attitude Towards Education	Spending Pattern	0.076	0.054	0.152
	Socio-Economic Status			
	Parental Aspiration			

From table 3.19, it has been observed that the multiple coefficient of correlation ‘R’ between attitude towards education with spending pattern, socio-economic status and parental aspiration scores of all scheduled families, scheduled caste families and scheduled tribe families are found to be 0.076, 0.054 and 0.152. The calculated ‘R’ values are not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (14), “There is no significant relationship of attitude towards education with spending pattern, socio-economic status and parental aspiration of scheduled families”. It indicates there exists no relationship between attitude towards education with spending pattern, socio-economic status and parental aspiration among scheduled families.

DISCUSSION ON RESULTS

From the results, it can be concluded that the bivariate and multivariate relationship between attitude towards education with spending pattern, socio-economic status and parental aspiration among scheduled families are not found to be significant. This indicates that attitude towards education has no positive or negative significant relationship with spending pattern, socio-economic status and parental aspiration individually and collectively among the scheduled populace of the Uttarakhand state.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

This chapter is divided into three sections. Firstly, it includes the conclusions of study. Secondly, recommendations based on the findings of the study. Finally, it provides suggestions for further study in the event a similar study is undertaken in the state of Uttarakhand or anywhere else for that matter.

4.1 CONCLUSIONS

On the basis of the results, following conclusions have been drawn for the study:

1. The scheduled caste and scheduled tribe families have shown moderately favourable attitude towards education.
2. The scheduled caste and scheduled tribe families have exhibited moderate spending pattern.
3. The domain wise spending pattern of scheduled families indicates highest priority to educational expenses followed by household expenses, saving & health expenses and travelling & entertainment expenses.
4. The domain wise spending pattern of scheduled caste families indicates highest priority to household expenses followed by educational expenses, saving & health expenses and travelling & entertainment expenses.
5. The domain wise spending pattern of scheduled tribe families indicates highest priority to educational expenses followed by saving & health expenses, household expenses and travelling & entertainment expenses.
6. The majority of scheduled families belong to low socio-economic status. No family from the data reported their socio-economic status in middle, upper middle and upper socio-economic status brackets.
7. The scheduled caste and scheduled tribe families have shown high parental aspiration for education of their children. Very few reported moderate parental aspiration.

8. The scheduled caste and scheduled tribe families do not differ in their attitude towards education. In other words, scheduled families do not influence attitude towards education.
9. The scheduled families having low, moderate and high spending pattern do not differ in their attitude towards education. In other words, spending pattern of scheduled families do not influence attitude towards education.
10. The spending pattern and scheduled families together have no remarkable influence on attitude towards education among families.
11. The low socio-economic status families and upper low socio-economic status families do not differ in their attitude towards education. In other words, socio-economic status does not make any influence on attitude towards education among scheduled families.
12. The socio-economic status and scheduled families together have no remarkable influence on attitude towards education among scheduled families.
13. The scheduled families having moderate and high parental aspiration do not differ in their attitude towards education of their children.
14. The parental aspiration and scheduled families together have no influence on attitude towards education among scheduled families.
15. The nuclear and joint scheduled families do not differ in the parental aspiration for their children education. In other words, type of family does not make any influence on the attitude towards education among scheduled families.
16. The types of family and scheduled families together have no influence on parental aspiration of families.
17. There exists no significant relationship between parental aspiration and children aspiration level from scheduled families in terms of goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores.

18. There exists no significant relationship between parental aspiration and children aspiration level from scheduled caste families in terms of goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores.
19. There exists no significant relationship between parental aspiration and children aspiration level from scheduled tribe families in terms of goal discrepancy scores, attainment discrepancy scores and number of time goal reach scores.
20. There exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among scheduled families.
21. There exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitude towards education with parental aspiration among scheduled caste families.
22. There exists no relationship between attitude towards education with spending pattern; attitude towards education with socio-economic status and attitudes towards education with parental aspiration among scheduled tribe families.
23. There exists no relationship between attitude towards education with spending pattern, socio-economic status and parental aspiration among scheduled caste families, scheduled tribe families and SC/ST families together.

4.2 RECOMMENDATIONS

In the light of conclusion drawn and the importance of the study, the following recommendations are put forth for different stakeholders i.e. government officials, policy makers and teachers as means to improve the conditions of scheduled castes and scheduled tribes families in Uttarakhand.

1. Since, the attitude towards education of scheduled families is found to be moderately favourable. Also, the parental aspiration for education of their children is found from moderate to high. Therefore, it points that in spite of the government's endeavours in providing education to all, still there is need to work on it. The focus on this aspect will lead to uplifting the status of the SC/ST families.

2. In the present study, it has been found that scheduled families belong to low socio-economic status in society. Thus, in order to improve the socio-economic status of scheduled families, government should introduce schemes, specifically for them, to ensure better employment opportunities and income generation plans.
3. The present study noted low socio-economic status and spending pattern of the scheduled families reveal that the monthly income of scheduled families is very low and they are more dependent upon low skilled jobs. Thus, the government needs to introduce schemes for encouraging entrepreneurship and skill oriented jobs among scheduled families for the upliftment of their economic as well as social life.
4. The present study found no relationship between parental aspiration and aspiration level of children of scheduled families. Therefore, these results imply, the need to organize workshops, seminars and symposium for parents to understand and train themselves for involving them in their children education. Also, the low aspiration level of children indicates that special efforts need to be made by the schools and specifically teachers in the form of remedial teaching or focus group teaching so that these children can also aspire for good career.
5. The results of present study provide policy makers and decision makers with realistic information about income and spending pattern so as to come with better schemes that can address social and economic issues of scheduled caste and scheduled tribes of the Uttarakhand State of India.

4.3 SUGGESTIONS FOR FURTHER RESEARCH

Research is a continuous process. Once the research is completed the researcher develops awareness about the subject, in which an additional study is required and obviously considered feels provoked to specify the subject that may be considered for study by other researcher. The researcher by the asset of his skill, in the subject of the research, proposes the subsequent suggestions for study that could be carried out in future.

1. Still the research on scheduled populace in different parts of the country is very meagre. During the course of study the investigator has found very few studies on

these variables. These variables point to the status of these populations and also the success of the schemes run by the government for them. Thus, an inter-state comparative study on scheduled tribe and scheduled caste could be undertaken to compare the variables at national level between different states.

2. An exploratory study could be undertaken to find out the ways to address the problems of underprivileged social groups.
3. Since, the quantitative analysis was undertaken in the present study with respect to variables, a qualitative study could be undertaken to unravel the reasons as to why spending pattern, socio-economic status and parental aspiration are not found influencing the attitude towards education among these groups.
4. This study mainly focuses on scheduled castes and scheduled tribes of the Uttarakhand state of India. The data set, does not cover all population of the state therefore, caution is needed when interpreting and generalizing the findings in contrast with other population. Also, it has been observed that there is variation among different sub castes among SC/ST groups. More studies can be conducted on the ethnic groups among these groups for better understanding of development of education in the state as well as the country.
5. Information on private spending pattern among disadvantage group is extremely limited. There is not much research on the extent of private spending pattern and on determinants of spending. Thus, it is realized that information from present study could be used as a base for future related studies.
6. A comparison could be planned for first generation learners and second generation learners among these disadvantage groups. Also, qualitative and quantitative analysis can be work out to trace reasons for parental educational attitude and educational aspiration among these families.

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Dr. S. L. Chopra (Lucknow)

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कृपया निम्न सूचनाएँ दीजिए—

नाम

पिता का नाम

कक्षा

विभाग

स्कूल

निर्देश

पीछे के पृष्ठ पर शिक्षा सम्बन्धी कुछ विज्ञप्तियाँ दी गयी हैं। जिन विज्ञप्तियों से आप पूर्णतया सहमत हों, उनके नीचे वाले खाने में सही का चिह्न (✓) और जिनसे आप पूर्णतया असहमत हों, उनके नीचे वाले खाने में सही का चिह्न (✓) अंकित कर दें। इन विज्ञप्तियों का कोई भी सही या गलत उत्तर नहीं है, परन्तु आप अपने विचारों को ईमानदारी से व्यक्त करने की कोशिश करें। जो भी आप लिखेंगे उसे गुप्त रखा जायेगा।

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क्रम संख्या	कथन	पूर्णतया सहमत	पूर्णतया असहमत
1.	जीवन में सफलता पाने के लिये शिक्षा बहुत ही महत्वपूर्ण है ।	<input type="checkbox"/>	<input type="checkbox"/>
2.	मुझे शिक्षा का कोई उपयोग दिखायी नहीं देता ।	<input type="checkbox"/>	<input type="checkbox"/>
3.	ज्यादा पढ़ जाने से लोग घमण्डी हो जाते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>
4.	चरित्र के निर्माण के लिए शिक्षा बहुत आवश्यक है ।	<input type="checkbox"/>	<input type="checkbox"/>
5.	शिक्षा के बिना हम अच्छे नागरिक नहीं बन सकते ।	<input type="checkbox"/>	<input type="checkbox"/>
6.	पढ़-लिख कर लोग ईश्वर को भूल जाते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>
7.	कुछ भी हो मुझे मानना चाहिये कि मुझे पढ़ायी कुछ-कुछ नापसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
8.	मुझे पढ़ने में बहुत ज्यादा रुचि है ।	<input type="checkbox"/>	<input type="checkbox"/>
9.	मुझे शिक्षा से सम्बन्ध रखने की जरा भी इच्छा नहीं ।	<input type="checkbox"/>	<input type="checkbox"/>
10.	भारतीय संस्कृति को बनाये रखने के लिये शिक्षा को प्राथमिकता देना आवश्यक है ।	<input type="checkbox"/>	<input type="checkbox"/>
11.	मैं केवल मजबूरी में स्कूल जाता हूँ ।	<input type="checkbox"/>	<input type="checkbox"/>
12.	शिक्षा की कमी ही सब बुराइयों का कारण है ।	<input type="checkbox"/>	<input type="checkbox"/>
13.	मेरा विचार है कि बच्चों को कम से कम हाई-स्कूल तक शिक्षा देना जरूरी है ।	<input type="checkbox"/>	<input type="checkbox"/>
14.	यदि मैं आराम से जीवन व्यतीत कर सकूँ तो पढ़ाई की कभी चिन्ता न करूँ ।	<input type="checkbox"/>	<input type="checkbox"/>
15.	मेरा विचार है कि शिक्षा से जरूर कुछ न कुछ लाभ होता है ।	<input type="checkbox"/>	<input type="checkbox"/>
16.	मेरा विचार है कि शिक्षा मेरे लिये बहुत उपयोगी सिद्ध होगी ।	<input type="checkbox"/>	<input type="checkbox"/>
17.	मुझे पढ़ने की अपेक्षा कहानियों की किताबें पढ़ना या खेलना अधिक पसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
18.	मेरा विचार है कि पढ़ाई के लिये समय देना, समय को व्यर्थ बर्बाद करना है ।	<input type="checkbox"/>	<input type="checkbox"/>
19.	शिक्षा से लाभ की अपेक्षा हानि अधिक हो रही है ।	<input type="checkbox"/>	<input type="checkbox"/>
20.	कुछ भी हो मुझे मानना चाहिये कि पढ़ाई मुझे कुछ-कुछ पसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
21.	मुझे पढ़ाई में रुचि तो है, परन्तु मेरा विचार है कि पढ़ाई के लिये अधिक चिन्ता नहीं होनी चाहिये ।	<input type="checkbox"/>	<input type="checkbox"/>
22.	पढ़-लिख कर लोग माता-पिता का अनादर करने लगते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>



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Dr. Sushil Kumar Singh (Phagwara–Pb.)
Savita Nirankari (Gr. Noida)

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(English Version)

Please fill in these entries :

Date

Name _____ **Father's Name** _____

Date of Birth **Gender : Male** **Female**

Qualification _____ **Monthly Income** _____

Type of Family : Joint **Single** **Area : Urban** **Rural**

Number of Members : Adult **Children** **Total** _____

INSTRUCTIONS

On the next pages there are 40 statements related to your spending habits have been given. For each statement three spending situations have been given and you are to select the one which is close to or is your spending habit. Put a mark in the box provided as your answer.

Please answer to all the 40 statements.

Your responses will be kept confidential.

Scoring Table

Page	Raw Score							z-Score	Grade	Level of Spending Pattern
	2	3	4	5	6	7	8			
Score										
Total										

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Sr.No.	STATEMENTS	Answer	SCORE
1.	According to your opinion, a family's food (diet) should include :		
	(a) Vegetable, Pulses, Rice, Chapati	<input type="checkbox"/>	
	(b) Raita, Pulse, Rice, Salad, Vegetable and Chapati (Roti)	<input type="checkbox"/>	<input type="text"/>
	(c) Cheese, Mushroom, Raita, Salad, Rajma, Rice and Roti	<input type="checkbox"/>	
2.	How many meals do you eat during a day ?		
	(a) Roti on 2 occasions	<input type="checkbox"/>	
	(b) Breakfast and Roti on 2 occasions	<input type="checkbox"/>	<input type="text"/>
	(c) Breakfast, Evening Tea and Roti on 2 Occasions	<input type="checkbox"/>	
3.	What is used as a cooking fuel in your house ?		
	(a) Wood, Coal	<input type="checkbox"/>	
	(b) Gas Cylinder (LPG), Kerosene Oil	<input type="checkbox"/>	<input type="text"/>
	(c) Cylinder, Microwave Oven, Induction Oven	<input type="checkbox"/>	
4.	Who is a necessary assistant to the lady of the house ?		
	(a) The person collecting garbage from each house (kudewala)	<input type="checkbox"/>	
	(b) Rubbish-Collection, maid for utensil cleaning	<input type="checkbox"/>	<input type="text"/>
	(c) A 24 x 7 maid for the house always available for work	<input type="checkbox"/>	
5.	Which is the kind of your house ?		
	(a) A ceiling on the head	<input type="checkbox"/>	
	(b) Pucca house with all amenities	<input type="checkbox"/>	<input type="text"/>
	(c) A house with all morden facilities	<input type="checkbox"/>	
6.	When you do repair and do maintenance of the house ?		
	(a) When it is absolutely necessary	<input type="checkbox"/>	
	(b) After some interval of time	<input type="checkbox"/>	<input type="text"/>
	(c) Every year	<input type="checkbox"/>	
Total Score Page 2			<input type="text"/>

Sr.No.	STATEMENTS	Answer	SCORE
7.	How do you maintain your house ?		
	(a) As and when necessary	<input type="checkbox"/>	
	(b) According to changing items of conveniences	<input type="checkbox"/>	<input type="text"/>
	(c) According to newer technologies	<input type="checkbox"/>	
8.	What is considered part of the essential expenditure in your family household ?		
	(a) Power, Water Bill	<input type="checkbox"/>	
	(b) Power, Water, Newspaper, Telephone Bill	<input type="checkbox"/>	<input type="text"/>
	(c) Power, Water, Newspaper, TV, Internet, Telephone Bill	<input type="checkbox"/>	
9.	Which kind of clothes you like to put on ?		
	(a) Simple clothes which can cover the body	<input type="checkbox"/>	
	(b) According to the season	<input type="checkbox"/>	<input type="text"/>
	(c) Branded matching with changing fashion requirement	<input type="checkbox"/>	
10.	Who stitches your clothes?		
	(a) Self	<input type="checkbox"/>	
	(b) Readymade	<input type="checkbox"/>	<input type="text"/>
	(c) By the Boutique/Tailor	<input type="checkbox"/>	
11.	What is important for you for entertaining yourself ?		
	(a) Walking in a Park	<input type="checkbox"/>	
	(b) To visit friends and relatives	<input type="checkbox"/>	<input type="text"/>
	(c) To travel to tourist places	<input type="checkbox"/>	
12.	What is your choice with respect to tourist places ?		
	(a) Attractive place in your city	<input type="checkbox"/>	
	(b) Attractive place in other cities of your state	<input type="checkbox"/>	<input type="text"/>
	(c) Tourist places stated in other states of your country	<input type="checkbox"/>	
Total Score Page 3			<input type="text"/>

Sr.No.	STATEMENTS	Answer	SCORE
13.	Which is your preferred mode of travel while visiting tourist places		
	(a) Bus	<input type="checkbox"/>	
	(b) Train/Railway	<input type="checkbox"/>	<input type="text"/>
	(c) Own Vehicle (CAR)/ Taxi	<input type="checkbox"/>	
14.	What do you prefer for viewing a cinema ?		
	(a) Video film in your home	<input type="checkbox"/>	
	(b) Plain (Simple) cinema house	<input type="checkbox"/>	<input type="text"/>
	(c) Deluxe Cinema House	<input type="checkbox"/>	
15.	Which channels you view on TV for entertainment ?		
	(a) National Channel (Only Doordarshan)	<input type="checkbox"/>	
	(b) Cable-Connection Channels	<input type="checkbox"/>	<input type="text"/>
	(c) TV Connection Channels beamed by Tata Sky, Airtel etc.	<input type="checkbox"/>	
16.	Which type of food is of your liking ?		
	(a) Home cooked food	<input type="checkbox"/>	
	(b) Food cooked in a Restaurant	<input type="checkbox"/>	<input type="text"/>
	(c) Food cooked in a famous Restaurant	<input type="checkbox"/>	
17.	Which vehicle you use for transport ?		
	(a) Bicycle	<input type="checkbox"/>	
	(b) Scooter and Motor Cycle	<input type="checkbox"/>	<input type="text"/>
	(c) Car/Luxury Car	<input type="checkbox"/>	
18.	How do you purchase your vehicle ?		
	(a) Arranging a loan	<input type="checkbox"/>	
	(b) Payment of cost in Instalments	<input type="checkbox"/>	<input type="text"/>
	(c) On cash basis	<input type="checkbox"/>	
Total Score Page 4			<input type="text"/>

Sr.No.	STATEMENTS	Answer	SCORE
19.	How do you look after your vehicle ?		
	(a) As and when required	<input type="checkbox"/>	
	(b) Taking to General Garage regularly	<input type="checkbox"/>	<input type="text"/>
	(c) Taking to Company Garage regularly	<input type="checkbox"/>	
20.	How much do you spend on travelling ?		
	(a) Little Expenditure	<input type="checkbox"/>	
	(b) Normal Expenditure	<input type="checkbox"/>	<input type="text"/>
	(c) Lavish Expenditure	<input type="checkbox"/>	
21.	Which type of school you prefer for your children's education ?		
	(a) Government School	<input type="checkbox"/>	
	(b) Private School	<input type="checkbox"/>	<input type="text"/>
	(c) Boarding School	<input type="checkbox"/>	
22.	Do you think engaging tuition for your children an appropriate step ?		
	(a) Tuition is not required	<input type="checkbox"/>	
	(b) Tuition is required in some subjects	<input type="checkbox"/>	<input type="text"/>
	(c) Tuition is required in every subject	<input type="checkbox"/>	
23.	How your children go to school ?		
	(a) On foot	<input type="checkbox"/>	
	(b) Cycle and Motor Cycle	<input type="checkbox"/>	<input type="text"/>
	(c) School Bus/School Cab	<input type="checkbox"/>	
24.	What is essential for qualitative education ?		
	(a) Books and Practice Books	<input type="checkbox"/>	
	(b) Books, Practice Books and other reference books	<input type="checkbox"/>	<input type="text"/>
	(c) Internet, Online learning material	<input type="checkbox"/>	
Total Score Page 5			<input type="text"/>

Sr.No.	STATEMENTS	Answer	SCORE
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25. Expenditure on Education depends on :

- (a) On needs of the children
- (b) On the competence of the children
- (c) On the modern implements of the education

26. What do you mean by Education ?

- (a) Education is a traditional input
- (b) Education is essential for an esteemed status in the society
- (c) Education is prerequisite for a living and doing business

27. In your opinion girl's education should be compulsory upto :

- (a) Primary level of Education
- (b) Secondary level of Education
- (c) Higher Education/Vocational Education

28. What facilities should be available in a school ?

- (a) Room for seating and Black-Board
- (b) Rooms, Library and Laboratory
- (c) Well-Equipped Laboratory and Library

29. How should be a teacher equipped in your opinion ?

- (a) He/She should have Bookish Knowledge
- (b) Well versed in extra-curricular activities and Child-Psychology in addition to bookish knowledge
- (c) Teaching Techniques, extra-curricular activities, child-psychology and knowledge of own subject is necessary.

Total Score Page 6

Sr.No.	STATEMENTS	Answer	SCORE
30.	How do you choose Uniform for children ?		
	(a) Purchase Readymade Uniforms	<input type="checkbox"/>	
	(b) Purchasing from School Counter	<input type="checkbox"/>	<input type="text"/>
	(c) Get stitched by Boutique/Tailor	<input type="checkbox"/>	
31.	What do you do when feeling sick ?		
	(a) Purchase medicine from a pharmacist shop	<input type="checkbox"/>	
	(b) Consult doctors in a Government Hospital	<input type="checkbox"/>	<input type="text"/>
	(c) Consult Specialists in a Private Hospital	<input type="checkbox"/>	
32.	What do you do for maintaining Good Health ?		
	(a) A Balanced-diet and Yogic exercise	<input type="checkbox"/>	
	(b) Health check up from time to time	<input type="checkbox"/>	<input type="text"/>
	(c) Get health insurance coverage	<input type="checkbox"/>	
33.	Which type of food-items you purchase keeping your health in mind		
	(a) Whatever is available in the market	<input type="checkbox"/>	
	(b) Fresh and seasonal products	<input type="checkbox"/>	<input type="text"/>
	(c) Organic or branded food	<input type="checkbox"/>	
34.	What is essential for maintaining good health ?		
	(a) Everyday exercise in home	<input type="checkbox"/>	
	(b) Visiting a Gym	<input type="checkbox"/>	<input type="text"/>
	(c) Membership of a Health Care Club	<input type="checkbox"/>	
35.	What should be the criteria for obtaining coverage for Health Insurance ?		
	(a) Necessary for old people only	<input type="checkbox"/>	
	(b) Necessary for genetic and long suffering	<input type="checkbox"/>	<input type="text"/>
	(c) Necessary for the whole family	<input type="checkbox"/>	
Total Score Page 7			<input type="text"/>

Sr.No.	STATEMENTS	Answer	SCORE
36.	What is the need for buying Health insurance ?		
	(a) Escalating prices of medicines and cost of medical treatment	<input type="checkbox"/>	
	(b) Predominance of Genetic Diseases/More Diseases occurring in youths	<input type="checkbox"/>	<input type="text"/>
	(c) Health Insurance helps reduction in cost of treatment	<input type="checkbox"/>	
37.	How do you purchase commodities with a view on savings ?		
	(a) Purchasing on credit arrangement	<input type="checkbox"/>	
	(b) Purchasing on instalment payments	<input type="checkbox"/>	<input type="text"/>
	(c) Purchase in sale	<input type="checkbox"/>	
38.	How do you build up your savings ?		
	(a) Small Savings Scheme/Daily Deposit Account	<input type="checkbox"/>	
	(b) Monthly Savings Account/L.I.C. Deposits	<input type="checkbox"/>	<input type="text"/>
	(c) Investment in Share Market	<input type="checkbox"/>	
39.	How do you invest to save ?		
	(a) Encourage Crop-production	<input type="checkbox"/>	
	(b) Purchase land property & jewellery	<input type="checkbox"/>	<input type="text"/>
	(c) Invest in shares	<input type="checkbox"/>	
40.	Which mode you prefer to save ?		
	(a) Deposit money with a known person	<input type="checkbox"/>	
	(b) Saving with Non-Government Banks and in Private Companies	<input type="checkbox"/>	<input type="text"/>
	(c) Deposit with Government Banks	<input type="checkbox"/>	

Total Score Page 8



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Dr. Sushil Kumar Singh (Phagwara-Pb.)
Savita Nirankari (Gr. Noida)

Consumable Booklet
of

SPS-SSNS
(Hindi Version)

कृपया निम्न सूचनायें भरे : दिनांक

नाम पिता का नाम

जन्म तिथि लिंग : पुरुष स्त्री

योग्यतायें मासिक आय

परिवार का प्रकार : संयुक्त एकल क्षेत्र : शहरी ग्रामीण

परिवार के सदस्यों की संख्या : वयस्क बच्चे कुल

निर्देश

आगे के पृष्ठों पर आपकी व्यय करने की आदतों से सम्बन्धित 40 कथन दिये गये हैं। प्रत्येक कथन के लिये व्यय करने सम्बन्धी तीन परिस्थितियाँ दी गई हैं। जो परिस्थिति आपकी व्यय करने की आदत को व्यक्त करती है या उसके निकटतम है, उससे सम्बन्धित में का चिन्ह बना दें।

कृपया सभी 40 कथनों के उत्तर अवश्य दें।

आपके उत्तरों को गोपनीय रखा जायेगा।

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क्रमांक	कथन	उत्तर	प्राप्तांक
1.	आपकी राय में एक परिवार के भोजन में क्या-क्या शामिल होना चाहिए—		
	(अ) सब्जी, दाल चावल, रोटी	<input type="checkbox"/>	
	(ब) रायता, दाल, चावल, सलाद, सब्जी व रोटी	<input type="checkbox"/>	<input type="text"/>
	(स) पनीर, मशरूम, रायता, सलाद, राजमा, चावल व रोटी	<input type="checkbox"/>	
2.	आप दिन में कितने समय भोजन करते हैं—		
	(अ) दो वक्त की रोटी	<input type="checkbox"/>	
	(ब) नाश्ता व दो वक्त की रोटी	<input type="checkbox"/>	<input type="text"/>
	(स) नाश्ता, शाम की चाय व दो वक्त की रोटी	<input type="checkbox"/>	
3.	आप घर में प्रायः किस प्रकार का ईंधन प्रयोग करते हैं—		
	(अ) लकड़ी, कोयला	<input type="checkbox"/>	
	(ब) सिलेन्डर व मिट्टी का तेल	<input type="checkbox"/>	<input type="text"/>
	(स) सिलेन्डर, माइक्रोवेव व इण्डक्शन चूल्हा	<input type="checkbox"/>	
4.	गृहणी की मदद के लिए कौन-सा सहायक व्यक्ति आवश्यक है—		
	(अ) कूड़ेवाला	<input type="checkbox"/>	
	(ब) कूड़ेवाला व बर्तन वाली बाई	<input type="checkbox"/>	<input type="text"/>
	(स) घर में पूरे दिन हमेशा काम वाली बाई	<input type="checkbox"/>	
5.	आपका घर किस प्रकार का है—		
	(अ) सिर के ऊपर छत	<input type="checkbox"/>	
	(ब) घर पक्का व सुख-सुविधाओं से पूर्ण है।	<input type="checkbox"/>	<input type="text"/>
	(स) घर में आधुनिक समय के सुख साधन हैं।	<input type="checkbox"/>	
6.	आप घर की मरम्मत व रखरखाव कब करवाते हैं—		
	(अ) अति आवश्यक होने पर	<input type="checkbox"/>	
	(ब) कुछ समय के अन्तराल के बाद	<input type="checkbox"/>	<input type="text"/>
	(स) हर साल	<input type="checkbox"/>	
		कुल प्राप्तांक पृष्ठ 2	<input type="text"/>

क्रमांक	कथन	उत्तर	प्राप्तांक
7.	आप घर का रखरखाव किस प्रकार करते हैं—		
	(अ) आवश्यकता के अनुसार	<input type="checkbox"/>	
	(ब) बदलती सुख-सुविधाओं के अनुरूप	<input type="checkbox"/>	<input type="text"/>
	(स) नयी तकनीकी के अनुरूप	<input type="checkbox"/>	
8.	आपके परिवार के आवश्यक व्यय में शामिल हैं—		
	(अ) बिजली, पानी बिल	<input type="checkbox"/>	
	(ब) बिजली, पानी, अखबार व टेलीफोन बिल	<input type="checkbox"/>	<input type="text"/>
	(स) बिजली, पानी, अखबार, टीवी, इंटरनेट व टेलीफोन बिल	<input type="checkbox"/>	
9.	आप किस प्रकार के कपड़े पहनना पसन्द करते हैं—		
	(अ) साधारण कपड़े जिससे तन ढक सके	<input type="checkbox"/>	
	(ब) मौसम के अनुरूप	<input type="checkbox"/>	<input type="text"/>
	(स) ब्राण्डेड (Branded) व बदलते हुए फैशन के अनुरूप	<input type="checkbox"/>	
10.	आप कपड़े किससे सिलवाते हैं—		
	(अ) स्वयं	<input type="checkbox"/>	
	(ब) रेडीमेड	<input type="checkbox"/>	<input type="text"/>
	(स) बुटीक/दर्जी से	<input type="checkbox"/>	
11.	मनोरंजन के लिए आप किसे महत्व देते हैं—		
	(अ) पार्क में घूमना व टहलना	<input type="checkbox"/>	
	(ब) मित्रों व सम्बन्धियों के घर जाना	<input type="checkbox"/>	<input type="text"/>
	(स) पर्यटन स्थलों पर जाना	<input type="checkbox"/>	
12.	पर्यटन स्थलों पर मनोरंजन के लिए आप कहाँ जाते हैं—		
	(अ) अपने शहर के आकर्षक स्थल पर	<input type="checkbox"/>	
	(ब) आपके राज्य के दूसरे शहरों के आकर्षक स्थल पर	<input type="checkbox"/>	<input type="text"/>
	(स) देश के विभिन्न राज्यों के पर्यटक स्थलों पर	<input type="checkbox"/>	
			कुल प्राप्तांक पृष्ठ 3 <input type="text"/>

क्रमांक	कथन	उत्तर	प्राप्तांक
13.	पर्यटन स्थलों पर घूमने जाने के लिए आप कौन-से साधन को प्राथमिकता देते हैं-		
	(अ) बस	<input type="checkbox"/>	
	(ब) रेलगाड़ी/ट्रेन	<input type="checkbox"/>	<input type="text"/>
	(स) निजी वाहन (कार)/टैक्सी	<input type="checkbox"/>	
14.	सिनेमा देखने के लिए आप कहाँ जाना पसन्द करते हैं-		
	(अ) घर पर वीडियो फिल्म देखते हैं	<input type="checkbox"/>	
	(ब) साधारण सिनेमा घर जाते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) डीलक्स सिनेमाघर जाते हैं	<input type="checkbox"/>	
15.	मनोरंजन के लिए टीवी पर कौन-कौन से चैनल देखते हैं-		
	(अ) राष्ट्रीय चैनल (केवल दूरदर्शन)	<input type="checkbox"/>	
	(ब) केबल कनेक्शन चैनल	<input type="checkbox"/>	<input type="text"/>
	(स) निजी कम्पनियों के टीवी कनेक्शन चैनल जैसे Tata Sky, Airtel आदि	<input type="checkbox"/>	
16.	आप किस प्रकार का भोजन करना पसन्द करते हैं-		
	(अ) घर का पसन्दीदा भोजन	<input type="checkbox"/>	
	(ब) रेस्टोरेन्ट का भोजन	<input type="checkbox"/>	<input type="text"/>
	(स) प्रसिद्ध रेस्टोरेन्ट का भोजन	<input type="checkbox"/>	
17.	यातायात हेतु आप किस वाहन का प्रयोग करते हैं-		
	(अ) साइकिल	<input type="checkbox"/>	
	(ब) स्कूटर व मोटर साइकिल	<input type="checkbox"/>	<input type="text"/>
	(स) कार/लग्जरी कार	<input type="checkbox"/>	
18.	निजी वाहन को आप किस प्रकार खरीदते हैं-		
	(अ) उधार	<input type="checkbox"/>	
	(ब) किस्तों में	<input type="checkbox"/>	<input type="text"/>
	(स) नकद	<input type="checkbox"/>	
कुल प्राप्तांक पृष्ठ 4			<input type="text"/>

क्रमांक	कथन	उत्तर	प्राप्तांक
19.	निजी वाहन की देखभाल आप किस प्रकार करते हैं—		
	(अ) आवश्यकता होने पर ही	<input type="checkbox"/>	
	(ब) समय-समय पर सामान्य गैरेज में नियमित	<input type="checkbox"/>	<input type="text"/>
	(स) समय-समय पर कम्पनी के गैरेज में नियमित	<input type="checkbox"/>	
20.	आप यात्रा पर खर्च किस प्रकार करते हैं ?		
	(अ) कम खर्च	<input type="checkbox"/>	
	(ब) सामान्य खर्च	<input type="checkbox"/>	<input type="text"/>
	(स) आरामदायक खर्च	<input type="checkbox"/>	
21.	बच्चों की शिक्षा के लिए आप किस प्रकार के विद्यालय को प्राथमिकता देते हैं—		
	(अ) सरकारी स्कूल	<input type="checkbox"/>	
	(ब) प्राइवेट स्कूल	<input type="checkbox"/>	<input type="text"/>
	(स) बोर्डिंग स्कूल	<input type="checkbox"/>	
22.	क्या आप बच्चों के लिए ट्यूशन आवश्यक समझते हैं—		
	(अ) ट्यूशन आवश्यक नहीं है	<input type="checkbox"/>	
	(ब) ट्यूशन कुछेक विषयों के लिए आवश्यक है	<input type="checkbox"/>	<input type="text"/>
	(स) ट्यूशन सभी विषयों के लिए आवश्यक है	<input type="checkbox"/>	
23.	बच्चे स्कूल जाने हेतु किस साधन का प्रयोग करते हैं—		
	(अ) पैदल	<input type="checkbox"/>	
	(ब) साइकिल व मोटर साइकिल	<input type="checkbox"/>	<input type="text"/>
	(स) स्कूल बस/स्कूल कैब	<input type="checkbox"/>	
24.	गुणात्मक शिक्षा के लिए आवश्यक है—		
	(अ) पुस्तकें व अभ्यास पुस्तकें	<input type="checkbox"/>	
	(ब) पुस्तकें, अभ्यास पुस्तकें व अन्य ज्ञानवर्धक पुस्तकें	<input type="checkbox"/>	<input type="text"/>
	(स) इन्टरनेट व आनलाईन अधिगम सामग्री	<input type="checkbox"/>	
कुल प्राप्तांक पृष्ठ 5			<input type="text"/>

क्रमांक	कथन	उत्तर	प्राप्तांक
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25. शिक्षा पर व्यय किस बात पर आधारित है—

- (अ) बच्चों की आवश्यकता पर
- (ब) बच्चों की योग्यता पर
- (स) शिक्षा की आधुनिक आवश्यकताओं पर

26. शिक्षा से आपका क्या अभिप्राय है—

- (अ) शिक्षा प्रचलित परम्परा है
- (ब) शिक्षा समाज में अच्छा स्थान प्राप्त करने के लिए आवश्यक है
- (स) शिक्षा जीवन यापन व व्यवसाय के लिए आवश्यक है

27. आपकी राय में लड़कियों की शिक्षा कहाँ तक अनिवार्य हो—

- (अ) प्राइमरी शिक्षा
- (ब) सैकेण्डरी शिक्षा
- (स) उच्च शिक्षा/व्यवसायिक शिक्षा

28. विद्यालय में कौन-कौन सी सुविधायें होनी चाहिए—

- (अ) बैठने की जगह व ब्लैकबोर्ड
- (ब) कमरे, पुस्तकालय व प्रयोगशाला
- (स) आधुनिक उपकरणों से सुसज्जित प्रयोगशाला व पुस्तकालय

29. आपकी राय में अध्यापक कैसा होना चाहिए—

- (अ) किताबी ज्ञान वाला
- (ब) किताबी ज्ञान के साथ-साथ पाठ्यक्रम सहगामी क्रियाओं व बाल मनोविज्ञान का अनुभव होना चाहिए
- (स) शिक्षा तकनीकी, पाठ्य सहगामी क्रियाओं, बाल मनोविज्ञान व अपने विषय का ज्ञान होना आवश्यक है

कुल प्राप्तांक पृष्ठ 6

क्रमांक	कथन	उत्तर	प्राप्तांक
30.	बच्चों के लिए यूनिफार्म का चयन किस प्रकार करते हैं—		
	(अ) रेडीमेड खरीदते हैं	<input type="checkbox"/>	
	(ब) स्कूल से खरीदते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) बुटिक/दर्जी द्वारा सिलवाना	<input type="checkbox"/>	
31.	बीमार होने पर क्या करते हैं—		
	(अ) दवाई की दुकान से दवा लेते हैं	<input type="checkbox"/>	
	(ब) सरकारी अस्पताल में दिखाते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) प्राइवेट अस्पताल में विशेषज्ञ को दिखाते हैं	<input type="checkbox"/>	
32.	अच्छे स्वास्थ्य के लिए आप क्या करते हैं—		
	(अ) सन्तुलित भोजन व योग को महत्व देते हैं	<input type="checkbox"/>	
	(ब) समय-समय पर स्वास्थ्य की जाँच करवाते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) बीमारियों की अनिश्चितताओं को देखते हुए स्वास्थ्य बीमा करवाते हैं	<input type="checkbox"/>	
33.	स्वास्थ्य के दृष्टिकोण से खाने के लिए आप किस प्रकार की खाद्य वस्तुएँ खरीदते हैं—		
	(अ) जो भी बाजार में उपलब्ध है	<input type="checkbox"/>	
	(ब) ताजी व मौसमी वस्तुएँ	<input type="checkbox"/>	<input type="text"/>
	(स) उर्वरक व ब्रान्डेड फूड (organic or branded food)	<input type="checkbox"/>	
34.	अच्छे स्वास्थ्य की दृष्टि से आवश्यक है—		
	(अ) प्रतिदिन घर पर व्यायाम	<input type="checkbox"/>	
	(ब) जिम में जाना	<input type="checkbox"/>	<input type="text"/>
	(स) हेल्थ केयर क्लब की सदस्यता	<input type="checkbox"/>	
35.	आप की राय में स्वास्थ्य बीमा करने का आधार क्या होना चाहिए—		
	(अ) केवल वृद्ध व्यक्तियों के लिए आवश्यक है	<input type="checkbox"/>	
	(ब) आनुवांशिक व लम्बी बीमारियों के लिए आवश्यक है	<input type="checkbox"/>	<input type="text"/>
	(स) सम्पूर्ण परिवार के लिए आवश्यक है	<input type="checkbox"/>	
			कुल प्राप्तांक पृष्ठ 7 <input type="text"/>

क्रमांक	कथन	उत्तर	प्राप्तांक
36.	आप की राय में स्वास्थ्य बीमा क्यों आवश्यक है—		
	(अ) दवाईयों व इलाज की निरन्तर बढ़ती कीमतें	<input type="checkbox"/>	
	(ब) आनुवांशिक बीमारियों की अधिकता/युवा अवस्था में बीमारियों का अधिक होना	<input type="checkbox"/>	<input type="text"/>
	(स) बीमा स्वास्थ्य देखभाल की लागत को कम करता है	<input type="checkbox"/>	
37.	बचत के दृष्टिकोण से वस्तुओं को किस प्रकार खरीदते हैं—		
	(अ) उधार पर वस्तुएँ खरीदते हैं	<input type="checkbox"/>	
	(ब) किस्तों पर वस्तुएँ खरीदते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) सेल पर वस्तुएँ खरीदते हैं	<input type="checkbox"/>	
38.	आप बचत किस प्रकार करते हैं		
	(अ) अल्प बचत योजना/प्रतिदिन बचत खाता	<input type="checkbox"/>	
	(ब) मासिक बचत खाता, जीवन बीमा सम्बन्धी बचत आदि	<input type="checkbox"/>	<input type="text"/>
	(स) शेयर बाजार में निवेश	<input type="checkbox"/>	
39.	बचत हेतु आप किसमें निवेश करते हैं—		
	(अ) फसलों को बढ़ावा देते हैं	<input type="checkbox"/>	
	(ब) जमीन सम्पत्ति व आभूषण खरीदते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) विनियम पत्रों (शेयर) को खरीदते हैं	<input type="checkbox"/>	
40.	बचत के लिए किस साधन को महत्व देते हैं—		
	(अ) परिचित व्यक्ति के पास राशि जमा करते हैं	<input type="checkbox"/>	
	(ब) गैर सरकारी बैंक व निजी कम्पनियों में राशि जमा करते हैं	<input type="checkbox"/>	<input type="text"/>
	(स) सरकारी बैंक में राशि जमा करते हैं	<input type="checkbox"/>	

कुल प्राप्तांक पृष्ठ 8



T. M. No. 458715

Rajeev Lochan Bharadwaj (*Aligarh*)

Consumable Booklet

of

SESS

(English Version)

Please fill up the following informations :—

Name.....

Sex..... Age.....

Religion..... Education.....

Home Address

INSTRUCTIONS

1. Facts in respect of yourself and your parents are under investigation and are to be utilised for the purpose of research work.
2. Informations given by you will be kept strictly confidential.
3. In case of your father or mother not being alive, information to be provided as of their life time.
4. Kindly read the informations very carefully before filling with ticks in the boxes. A sincere effort to follow instructions will be deeply appreciated.

Estd. 1971

☎ (0562) 364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA – 282 004 (INDIA)

Instructions :

There are five answer probabilities to the enquiries. Informations in respect of your father, mother and yourself (Case) are to be recorded in separate boxes provided for each, in accordance with the following weightage :—

- for 'very high' tick box against 1
- for 'high' tick box against 2
- for 'ordinary' tick box against 3
- for 'low' tick box against 4
- for 'very low' tick box against 5

	Father	Mother	Self
1. Social Perspective :—			
(a) What is the status attained by you in the society as a social worker ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Capacity for social-work depends on your education, training, health, financial position and the urge for social work. Considering all the above factors how do you evaluate your social service capacity ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input style="width: 50px; height: 20px;" type="text"/> <input style="width: 50px; height: 20px;" type="text"/> <input style="width: 50px; height: 20px;" type="text"/>
2. Family Perspective :—			
(a) How do your neighbours look at your family for its utility in terms of social service ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) How do your neighbours consider your family for its capacity in terms of social service ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Father	Mother	Self
(c) How do your neighbours regard and respect your family for the actual social service done by it as upto the present date ?	1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The number of institutions rendering social service, of which an individual is a member is also a criteria for determining the scope of social service rendered considering this criteria, how would you evaluate the scope of social service activity of your family ?	1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Educational Perspective :—

Instruction : Given below are seven educational spans. Put proper ticks in the proper box.

(a) D. Litt./D. Sc./LL.D./Ph.D./M.D./M.S./M.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) M.A. / M.Com. / M.Sc. / M.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) M. B. B. S. / B. E. / LL. B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) B.A. / B.Sc. / B.Com.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Intermediate / Higher Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Upto High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Illiterate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Professional Perspective :—

(a) <i>If in Medicine :</i>			
Professor in a Medical College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.B.B.S. in Govt. Medical Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychologist/Homeopath/Diploma-holder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unani/Witch craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) <i>If in Education & a Principal :</i>			
P. G. / Graduate / Engg. / Medical College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate / H.S. or Equivalent College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior / Primary School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Father	Mother	Self
(c) If a Government Officer :			
Commissioner / District Magistrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil Judge / Administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. A. S / P. C. S. / Equivalent post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) If in Indian Army :			
Air Force	Commissioned	<input type="checkbox"/>	<input type="checkbox"/>
	Non-commissioned	<input type="checkbox"/>	<input type="checkbox"/>
Ground Force	Commissioned	<input type="checkbox"/>	<input type="checkbox"/>
	Non-commissioned	<input type="checkbox"/>	<input type="checkbox"/>
Navy Force	Commissioned	<input type="checkbox"/>	<input type="checkbox"/>
	Non-commissioned	<input type="checkbox"/>	<input type="checkbox"/>
C. R. P./ B. S. F./ Police	Officer	<input type="checkbox"/>	<input type="checkbox"/>
	Subordinate	<input type="checkbox"/>	<input type="checkbox"/>
(e) If an Officer :			
Income Tax / Railway / Education / Forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) If a lawyer			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) If a Teacher :			
College lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate / H. S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School—Junior & Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) If an author :			
Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / guides etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) If a Trader :			
Owner of a big factory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Owner of a small factory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemist / Cloth merchant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel / Restaurant / General merchant / Book-seller / Gold smith / Food material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carpet / Vessel ware / Foot wear industries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Father	Mother	Self
(j) If an Artist :			
Musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dancer / Artist / Dramatist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) If an Engineer :			
Civil / Electrical / Mechanical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) If a leader :			
Minister / M.P.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.L.A. / M.L.C. / Unions / Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student / Accidental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) If a manager :			
Trade / Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm / Dairy / Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) If a farmer :			
Owner of a farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less land cultivator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agricultural labourer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o) Are you / your parents any of these ?			
Contractor / Selling and purchasing officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurance Corporation/Bank employee/Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craftsman / Peon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labourer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Property Perspective :—

Kindly make an evaluation of your movable-immovable property in terms of cash value. Also give an account of property and cash aquired by you :

Over 50 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 35 lacs to 49 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 15 lacs to 34 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 5 lacs to 14 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 26 thousand to 4 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Below 25,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Monthly Income Perspective :—

Note down the income of the family. In case of father, mother or both, not being alive, existing income as accrues from their assets left by them, (Landed property, fixed deposits, house rent etc.) may be noted down in their columns.

	Father	Mother	Self
Rs. 46,000/- or above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 21,000/- to Rs. 45,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 11,000/- to Rs. 30,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 3,100/- to Rs. 10,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 1,000/- to Rs. 3,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rs. 1,000/- or below of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Father	Mother
--------	--------

7. Caste Perspective :—

High caste
Backward caste
Scheduled caste/tribe

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>

TABLE 1

Put area-wise total of weighted scores from the test for Father, Mother and Self

AREAS	Father	Mother	Self
Family			
Social			
Education			
Profession			
Caste			
Total Assets			
Monthly Income			

TABLE 2

Put area-wise Z-scores (From Manual Tables 4, 5 and 6) corresponding to area-wise total of weighted scores of Table 1 for Father, Mother and Self separately.
To determine any status scores take help with the Manual Table 3

AREAS	Ascribed		Achieved
	Father	Mother	Self
Social			
Family			
Education			
Profession			
Caste			
Total			

Total

[A] (Ascribed)
Social Status

[B] (Achieved)
Social Status

[C] (As a whole)
Social Status

Total Assets			
Monthly Income			
Total			

Total

[D] (Ascribed)
Economic Status

[E] (Achieved)
Economic Status

[R] (As a whole)
Economic Status

Total

[G] (Ascribed)
**Socio-Economic
Status**

[H] (Achieved)
**Socio-Economic
Status**

[I] (As a whole)
**Socio-Economic
Status**

TABLE 3

Put various status score from the Table 2 and write the category with the help of T-Scores (From Manual Tables 7, 8 and 9)

Sr. No.	Status	Status Score	T-Score	Category
A	Social Status (ascribed)			
B	Social Status (achieved)			
C	Social Status (as a whole)			
D	Economic Status (ascribed)			
E	Economic Status (achieved)			
F	Economic Status (as a whole)			
G	Socio-Eco. Status (ascribed)			
H	Socio-Eco. Status (achieved)			
I	Socio-Eco. Status (as a whole)			



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Dr. Mahesh Bhargava (Agra)
(Late) Dr. M.A. Shah (Agra)

Consumable Booklet
of
MEASUREMENT OF LEVEL OF ASPIRATION
(आकांक्षा स्तर का मापन)

कृपया निम्न सूचनाएँ भरिए—

नाम (Name) लिंग (Sex) आयु (age)
जाति (Caste) ग्रामीण/शहरी (Rural/Urban) शैक्षिक स्तर (Educational Level)
पिता का व्यवसाय (Parent's Occupation) पिता की आय (Father's Income)

निर्देश

‘तुम एक सरल कार्य करने जा रहे हो। तुम्हारे सामने एक 50 वृत्तों (circles) वाला पृष्ठ है तथा तुम्हें इन वृत्तों में चार लाइनें एक व्यवस्थित क्रम में इस प्रकार लगानी हैं कि वह एक मानव शक्ल (human face) के समान बन जावे। व्यवस्थित शक्ल इस क्रम में बननी चाहिए—दाईं आँख, बाईं आँख, नाक, मुँह। पंक्तियों में बाईं से दाईं ओर तथा फिर अगली पंक्ति में इसी प्रकार से काम करें।

प्रत्येक प्रयास के लिए तुम्हें 30 सेकण्ड का समय दिया जावेगा तथा इस समय के समाप्त होते ही तुम्हें काम रोक देना है तथा पूर्ण शक्लों की संख्या गिनकर नीचे के खानों में प्रविष्टि करने को कहा जावेगा। यह तुम्हारा पहला अभ्यास प्रयास होगा। अगले प्रयासों में भी तुम्हें इसी प्रकार कार्य करना होगा तथा ऊपर वाले खाने में इस संख्या को लिखना होगा जितना कि तुम पिछले कार्य के आधार पर करने की सोच रहे हो। इस प्रकार वास्तविक कार्य करने के लिए तुम्हें दस प्रयास करने होंगे।’

INSTRUCTIONS

‘You are going to do a simple work. You have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face. You must draw lines in a sequence—Right eye, Left eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next line.

For each trial 30 seconds are allotted for work and the end of this time duration you will be asked to stop the performance and count the number of completed faces and enter it in lower box. This trial will be treated as Practice Trial. In the next trials you have to do the same things alongwith to put the number of faces in the upper box which you intend to complete within 30 seconds time duration on the basis of last actual performance. Thus you have to complete 10 trials for actual work.’

SCORING TABLE

Trial No.	G.D.S.	A.D.S.	N.T.R.
Practice			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
+ Score			
- Score			
Mean			

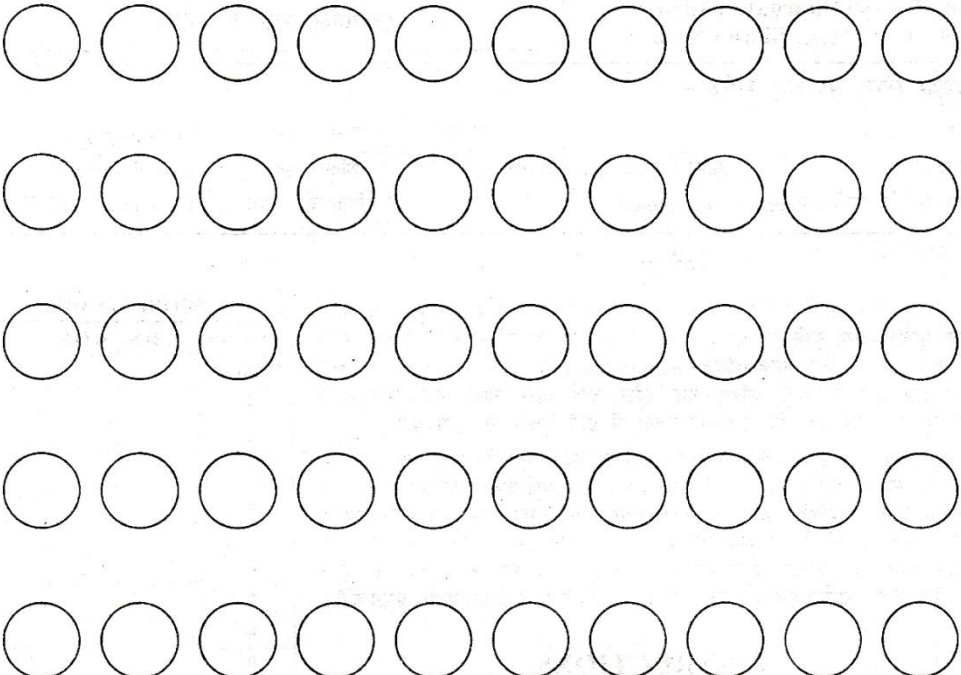
Estd. 1971

☎ : (0562) 2364926

NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA-282004 (INDIA)

TRIAL NO. PRACTICE

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

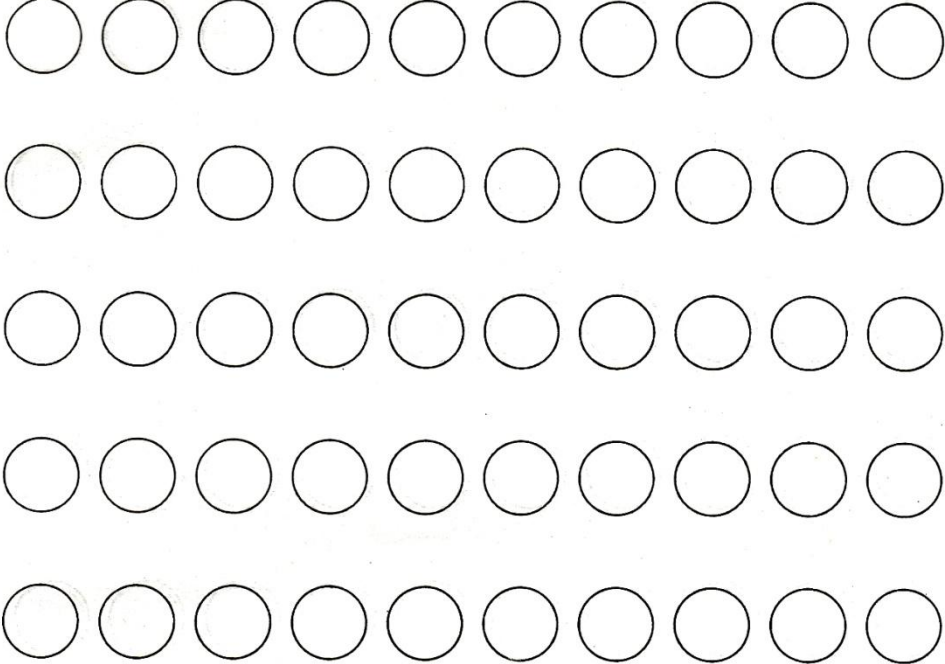
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	=	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial) *	-	तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)	=	
G.D.S.		<input type="text"/>		<input type="text"/>		<input type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	=	वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	-	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)	=	
		<input type="text"/>		<input type="text"/>		<input type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	<input type="text"/>
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TRIAL NO. 1

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

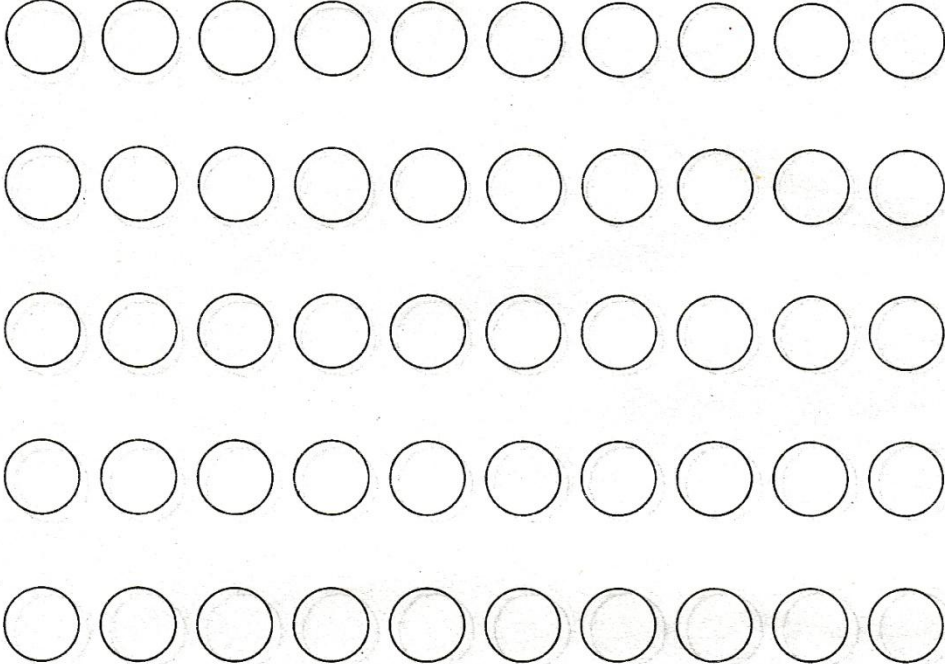
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)			
G.D.S.	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)			
	<input type="text"/>	<input type="text"/>	=	<input type="text"/>	<input type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)					
	=	<input type="text"/>	=	<input type="text"/>	<input type="text"/>

TRIAL NO. 2

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

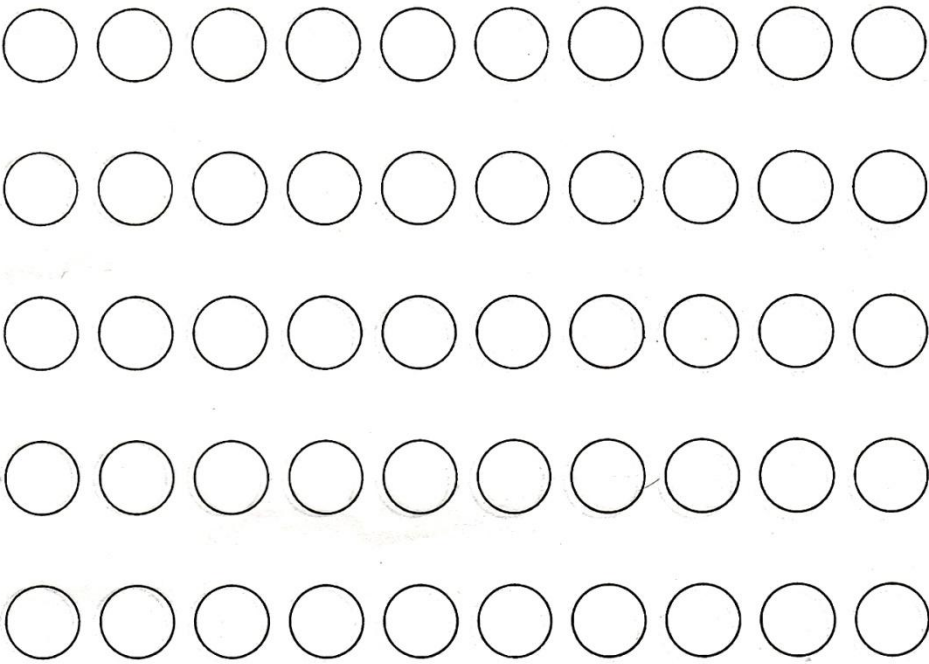
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	=	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	-	तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)	=	
G.D.S.		<input type="text"/>		<input type="text"/>		<input type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	=	वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	-	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)	=	
		<input type="text"/>		<input type="text"/>		<input type="text"/>

			=		
एन. टी. आर. प्राप्तांक (N.T.R. Scores)		<input type="text"/>		<input type="text"/>	

TRIAL NO. 3

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

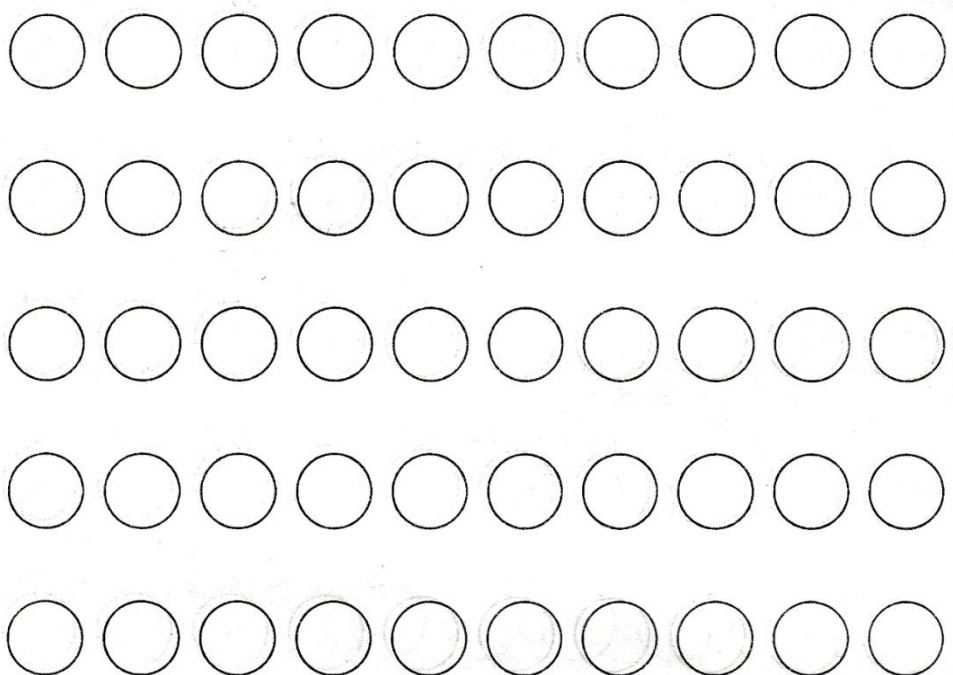
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)			
G.D.S.	=	-	=	=	=
	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)			
	=	-	=	=	=
	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>

	एन. टी. आर. प्राप्तांक (N.T.R. Scores)				
	=	=	=	=	=
	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>

TRIAL NO. 4

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score) G.D.S.	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)
	= <input style="width: 40px;" type="text"/>	- <input style="width: 40px;" type="text"/> = <input style="width: 40px;" type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)
	= <input style="width: 40px;" type="text"/>	- <input style="width: 40px;" type="text"/> = <input style="width: 40px;" type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	<input style="width: 40px;" type="text"/>
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TRIAL NO. 5

TIME : 30 SECONDS

Expected Score	
Actual Score	

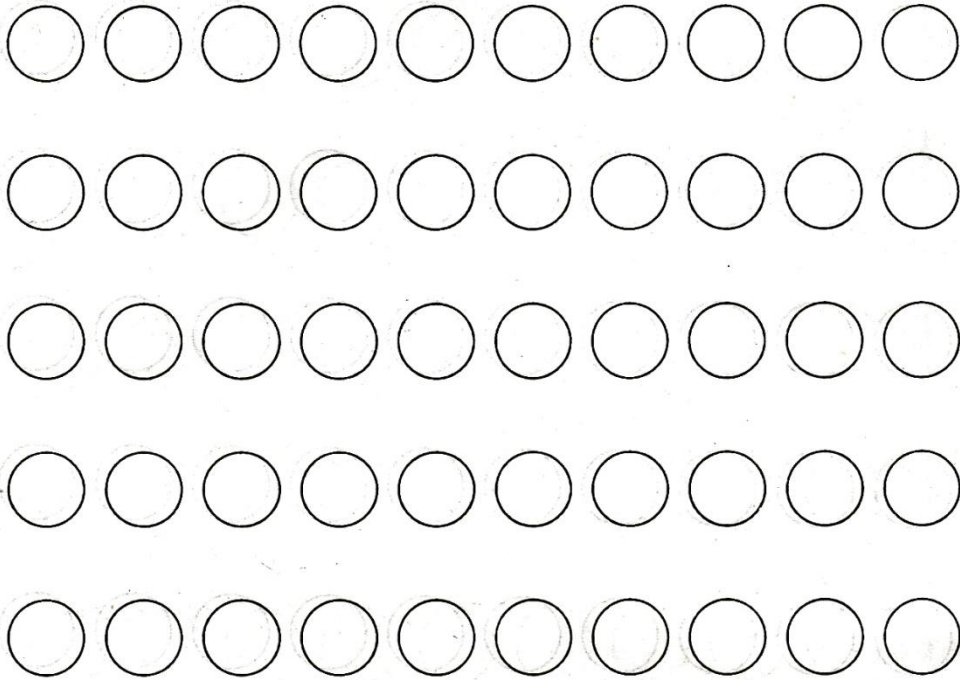
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score) G.D.S.	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)
<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)
<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	<input style="width: 50px;" type="text"/>
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TRIAL NO. 6

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

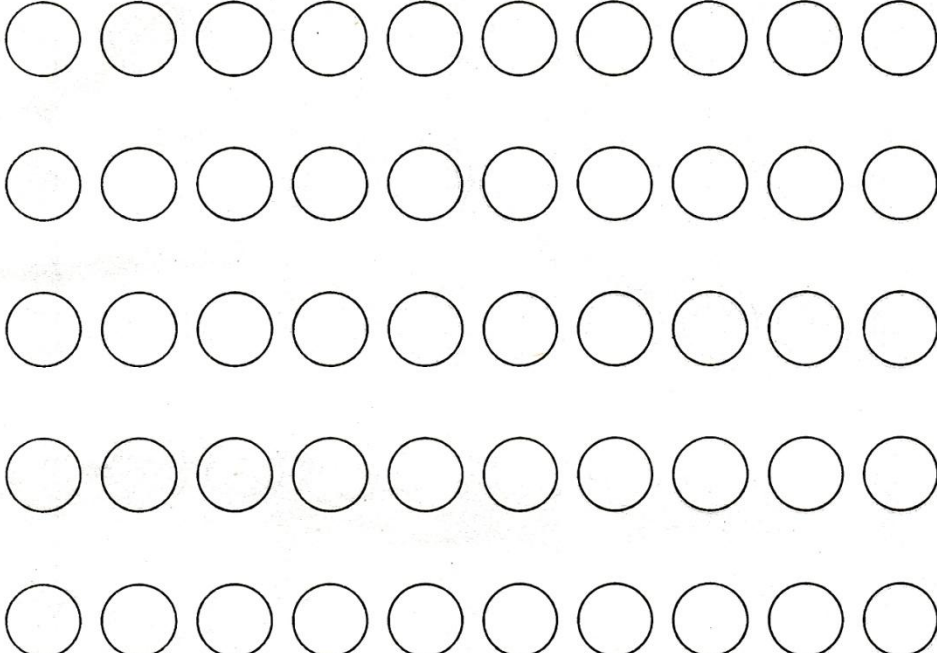
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score) G.D.S.	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)	=	
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उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)	=	
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एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	
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TRIAL NO. 7

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

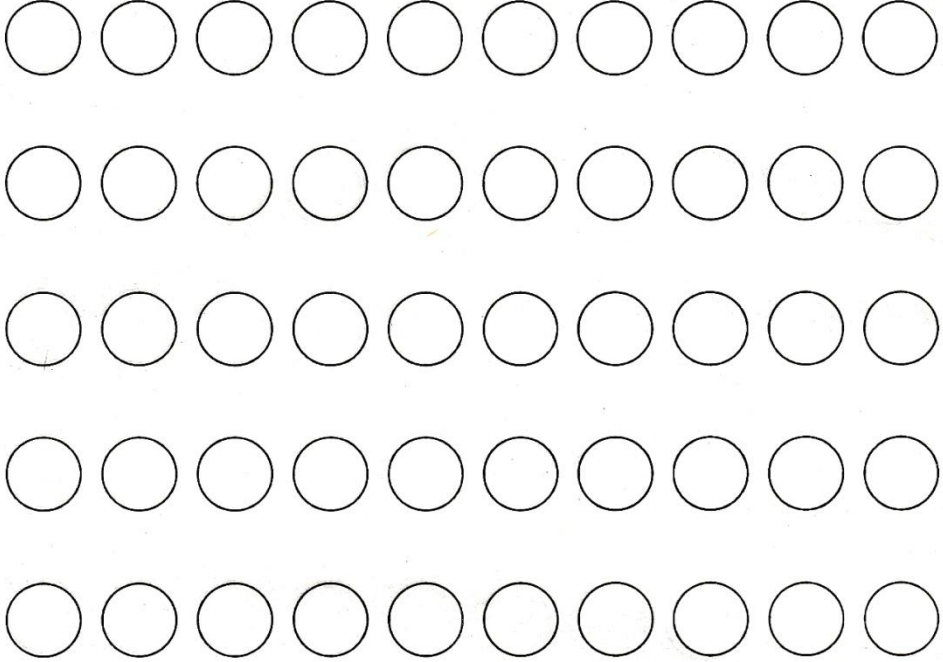
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	= वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	- तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)
G.D.S.	= <input style="width: 50px;" type="text"/>	- <input style="width: 50px;" type="text"/> = <input style="width: 50px;" type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	- वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)
	= <input style="width: 50px;" type="text"/>	- <input style="width: 50px;" type="text"/> = <input style="width: 50px;" type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	<input style="width: 50px;" type="text"/>
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TRIAL NO. 8

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

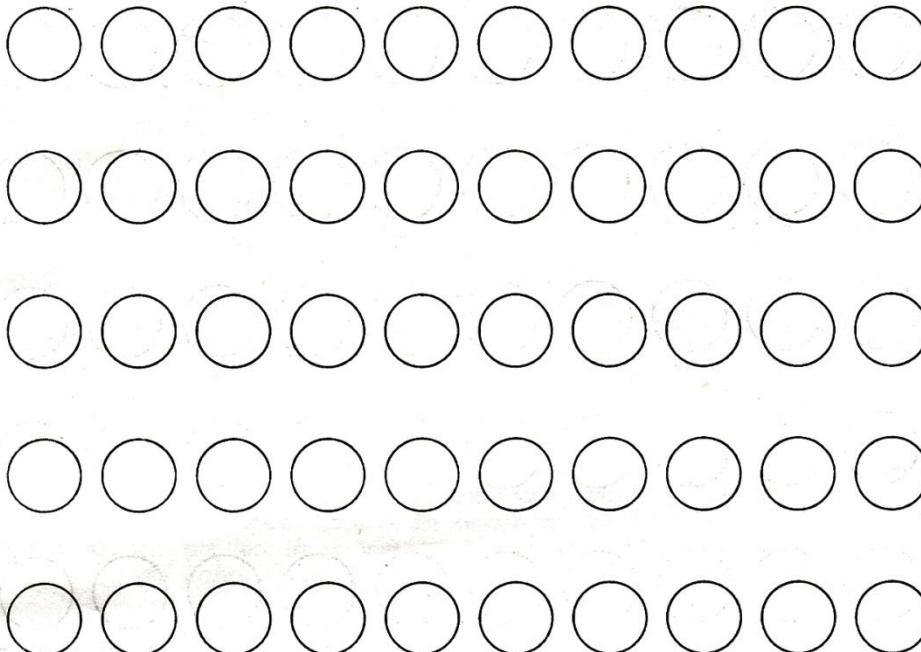
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	=	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	-	तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)	=	
G.D.S.		□		□		□

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	=	वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	-	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)	=	
		□		□		□

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	
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TRIAL NO. 9

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

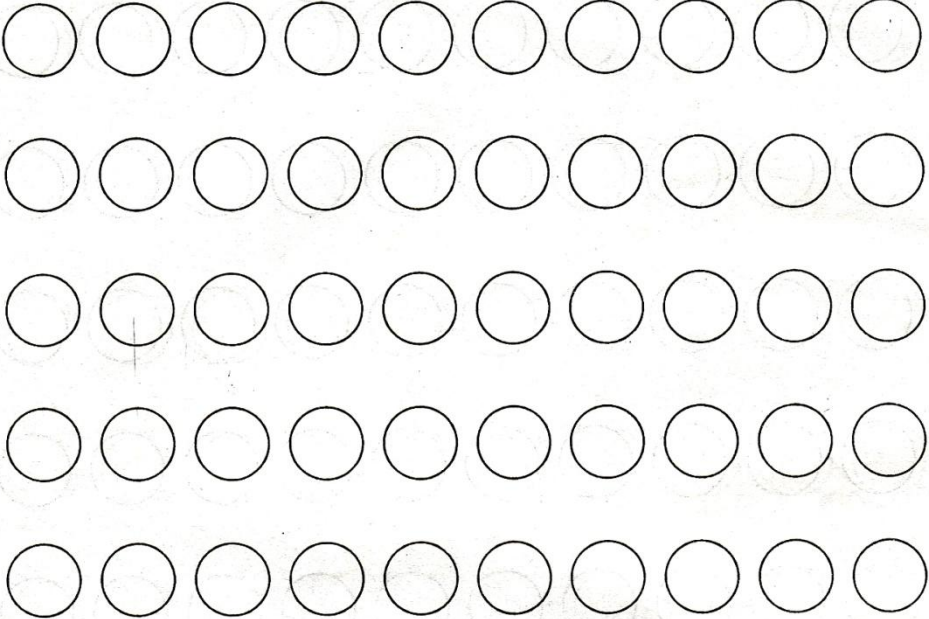
लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	= (Expected score on this trial)	- (Actual score on immediate past trial)
G.D.S.	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/> = <input style="width: 40px;" type="text"/>

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	= (Actual score on the trial)	- (Expected score on the same trial)
	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/> = <input style="width: 40px;" type="text"/>

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	= <input style="width: 40px;" type="text"/>
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TRIAL NO. 10

TIME : 30 SECONDS

Expected Score	
	
Actual Score	

लक्ष्य भिन्नता प्राप्तांक (Goal Discrepancy Score)	=	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on this trial)	-	तात्कालिक पूर्व प्रयास का वास्तविक प्राप्तांक (Actual score on immediate past trial)	=	
G.D.S.		□		□		

उपलब्धि भिन्नता प्राप्तांक (Attainment Discrepancy Score) A.D.S.	=	वर्तमान प्रयास का वास्तविक प्राप्तांक (Actual score on the trial)	-	वर्तमान प्रयास का प्रत्याक्षा प्राप्तांक (Expected score on the same trial)	=	
		□		□		

एन. टी. आर. प्राप्तांक (N.T.R. Scores)	=	
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PARENTAL ASPIRATION SCALE (PAS)

निम्न सूचनाएँ भरिये

नाम ----- आयु-----
शिक्षा ----- व्यवसाय -----
श्रेणी (Gen./SC/ST)----- मासिक आय -----
शहरी/ग्रामीण-----
पता-----

निर्देश

यह प्रश्नावली एक मनोवैज्ञानिक जाँच के उद्देश्य से दी जा रही है इसमें अभिभावकों की बच्चे के करियर के प्रति आकांक्षा स सम्बन्धित कुछ कथन दिये गये हैं। प्रत्येक कथन के सामने पाँच सम्भावित उत्तर दिये गये है। आप को स्वयं के संदर्भ में जो उत्तर ठीक लगे उसके नीचे 'रेखा' खींच दीजिए। प्रत्येक कथन के लिए पाँच सम्भावित उत्तरों में से एक ही उत्तर देना है।

मैंने अपने बच्चे की शिक्षा के लिए विभिन्न बचन योजनायें ली हुई है।	पूर्ण असहमत	असहमत	अनिश्चित	सहमत	पूर्ण सहमत
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क्रम संख्या	कथन	पूर्ण असहमत	असहमत	अनिश्चित	सहमत	पूर्ण सहमत
1	मेरे जीवन का वास्तविक उद्देश्य बच्चे को गुणात्मक शिक्षा प्रदान करना है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	अच्छे व्यवसाय प्राप्ति हेतु मैं उच्च व तकनीकी शिक्षा को महत्व देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	बच्चे के करीयर निर्माण के सम्बन्ध में मैं सदैव जागरूक व चिन्तनशील रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	बच्चे के उचित करीयर निर्माण हेतु मैं विभिन्न कोर्सों, कालेजों व विश्वविद्यालयों की जानकारी रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	मेरे द्वारा निर्धारित करीयर उद्देश्य बच्चे की शिक्षा को प्रभावित करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	मैं बच्चे की करीयर सम्बन्धी भावी योजनाओं की जानकारी रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	मैं बच्चे के करीयर सम्बन्धी विषयों के चयन में मदद करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	मैं बच्चे के गृह कार्य में मदद करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	मैं बच्चे के 'करीयर' सम्बन्धी समस्याओं के समाधान में रुचि लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	योग्यता कम होने पर भी मैं बच्चे को उचित शिक्षा देना आवश्यक समझता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	शिक्षा की लागत अधिक होने पर भी मैं बच्चे की शिक्षा पर व्यय करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	मैं बच्चे की फीस सही समय पर जमा करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	मैं बच्चे के करीयर के सम्बन्ध में विभिन्न बचत योजनाओं सलाहकार एजन्सियों व सरकारी योजनाओं की जानकारी रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	मैं बच्चे के लिए गुणवत्ता युक्त प्रतियोगी पत्र, पत्रिकाओं और पुस्तकों की व्यवस्था करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	मैं बच्चे की योग्यताओं व क्षमताओं के विकास के लिए उनके साथ समय व्यतीत करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	मैं समय निकालकर बच्चे के साथ उनके पसन्दीदा कार्य करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	बच्चे की योग्यताओं, रुचि व क्षमताओं के अनुरूप उनके शैक्षिक व व्यवसायिक विकास हेतु मैं विशेषज्ञों व सलाहकारों से मिलता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	मैं बच्चों के स्कूल कार्यक्रम व पी.टी.एम. में भाग लेने के लिए अपनी व्यस्त दिनचर्या से समय निकाल लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	मैं बच्चे को उनकी योग्यता के अनुरूप विभिन्न प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	मैं बच्चे को शिक्षा, करीयर व व्यवसाय सम्बन्धी आदतें विकसित करने के लिए प्रोत्साहित करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	मैं बच्चे को रेडियों अथवा टेलीविजन पर प्रसारित होने वाले करीयर सम्बन्धी उत्साहवर्धक कार्यक्रमों को देखने के लिए प्रेरित करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	मैं बच्चे को शिक्षा देने के अतिरिक्त जीवन से सम्बन्धित नैतिक व व्यवहारिक गुण भी सिखाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	मैं बच्चे को मित्रों व सहपाठियों के साथ उचित व्यवहार करने की सलाह देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	पढ़ाई के साथ मैं खेल कूद, समाज सेवा, सिनेमा जाना, और क्लब जाना आदि कार्य अनिवार्य समझता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	मैं बच्चे के विकास हेतु प्राप्त, पुस्तकीय ज्ञान की व्यवहारिक उपयोगिता को प्रोत्साहित करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	मैं बच्चे द्वारा किये गये सामाजिक व व्यवहारिक कार्यों की जानकारी रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	नये क्षेत्रों में करीयर निर्माण को प्रोत्साहित करने के लिए मैं स्कूल द्वारा आयोजित शैक्षिक भ्रमणों में बच्चे को भेजता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	पारिवारिक भ्रमण व मनोरंजन के लिए मैं ऐसे स्थानों का चयन करता हूँ। जो बच्चे की ज्ञान वृद्धि में सहायक हो ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	तकनीकी व नवीन ज्ञान को विकसित करने के लिए मैं बच्चे को प्रदर्शनी, म्यूजियम, प्रयोगशाला व पुस्तकालय ले जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	शैक्षिक प्रगति की जानकारी के लिए मैं समय-समय पर अध्यापकों से मिलता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>