ii

## CONTENTS

ACKNOWL	EDGEMEN	<b>7T</b>	:	i	
CONTENT	S		:	ii	
LIST OF	OF TABLES				
LIST OF	APPENI	APPENDICES			
CHAPTER	I	I INTRODUCTION			
	1.1	NATIONAL DEVELOPMENT AND HUMAN RESOURCE	:	2	
	1.2	HUMAN RESOURCE DEVELOPMENT AND EDUCATION	:	4	
	1.3	AIMS OF HIGHER EDUCATION	;	8	
•	1.4	THE PROBLEM AND ITS SIGNIFICANCE	:	10	
	1.5	STATEMENT OF THE PROBLEM	:	15	
	1.6	OBJECTIVES OF THE STUDY	*	16	
CHAPTER	II	REVIEW OF RELATED STUDIES	:	17 -	67
	2.1	STUDIES DEALING WITH CHARACTERISTICS OF STUDENTS	;	17	
	•	2.1.1 Background Characteristics	:	18	
		2.1.2 Socio-Economic Background	:	25	
		2.1.3 Home Environment	:	38	
		2.1.4 Academic Performance	:	40	
		2.1.5 Educational Aspiration	:	42	
		2.1.6 Occupational Aspiration	:	44	
		2.1.7 Co-Curricular Interest	:	47	
	-	2.1.8 Institutional Adjustment	:	50	
		2.1.9 Achievement Motivation	:	51	
	2.2	STUDIES DEALING WITH CAUSES OF NON-CONTINUANCE AND DROPPING OUT	:	52	
	2.3	AN OVERVIEW	:	54	
	2.4	TMPLICATIONS FOR THE PRESENT STUDY	•	66	

CHAPTER	III	THE THEORETICAL FRAMEWORK	:	68 - 109
,	3.1	WISCONSIN MODEL OF STATUS ATTAINMENT	:	69
	3.2	:	70	
	3.3	BACKGROUND CHARACTERISTICS	:	71
		a. Sex	:	72
		b. Home Location	2	77
		c. Religion	:	80
		d. Stream of Study	;	82
,		e. Birth Order	:	83
		f. Age	:	86
	3.4	SOCIO-ECONOMIC BACKGROUND	:	8 <b>7</b>
		a. Socio-Economic Status	:	8 <b>7</b>
		b. Nature of Family	:	94
	·	c. Family Size	:	95
		d. Education of Siblings	:	96
		e. Students' Residence	:	9 <b>7</b>
	3,5	HOME ENVIRONMENT	:	98
	3.6	ACADEMIC PERFORMANCE	*	100
	3.7	EDUCATIONAL ASPIRATIONS	:	101
	3.8	OCCUPATIONAL ASPIRATIONS	:	102
	3.9	CO-CURRICULAR INTERESTS	:	103
	3.10	INSTITUTIONAL ADJUSTMENTS	:	104
	3.11	ACHIEVEMENT MOTIVATION	:	105
	3.12	VARIABLES AND HYPOTHESES OF THE STUDY	:	106
	<b>3.1</b> 3	OPERATIONAL DEFINITION OF TERMS	:	108
	3.14	DELIMITATIONS OF THE STUDY	:	109

iv

CHAPTER	VI		METHODOLOGY	:	110 - 151
	4.1	4.1 OBJECTIVES OF THE STUDY			110
	4.2	THE HY	:	111	
	4.3	POPULATION AND SAMPLE			113
	4.4	TOOLS		:	116
		4.4.1	Socio-Economic Status Scale	:	118
		4.4.2	Home Environment Rating Scale	:	124
		4.4.3	Educational Aspiration Scale	:	128
		4.4.4	Occupational Aspiration Scale	;	129
•		4.4.5	Co-curricular Interest Inventory	:	132
		4.4.6	Institutional Adjustment Inventory	:	135
		4.4.7	Sentence Completion Test	*	138
		4.4.8	General Information Sheet	:	140
	4.5	DATA C	OLLECTION	:	141
		4.5.1	Administration of Tools	:	141
		4.5.2	Data Regarding Academic Performance	:	142
		4.5.3	Information Regarding College Entry	:	143
		4.5.4	Interview of the Two Groups of Respondents	:	143
	4.6	SYSTEM	OF DATA ANALYSIS	:	143
		4.6.1	Statistical Techniques used for Present Investigation	:	144
		4.6.2	Categorization of Variables/ Characteristics	;	145
CHAPTER	V		ANALYSIS AND DISCUSSION	:	152 - 260
	5.1		TERISTICS OF STUDENTS WHO HAVE D HIGHER EDUCATION	:	152
		5.1.1	Background Characteristics	:	153
		5.1.2	Socio-Economic Background	:	157

	5.1.3	Home Environment	:	165
	5.1.4	Academic Performance	:	167
•	5.1.5	Educational Aspirations	:	169
	5.1.6	Occupational Aspirations	:	169
	5.1.7	Co-curricular Interests	:	171
•	5.1.8	Institutional Adjustment	•	175
	5.1.9	Achievement Motivation	:	178
5.2		TERISTICS OF THE STUDENTS WHO HAVE TERED HIGHER EDUCATION	:	178
	5.2.1	Background Characteristics	:	179
	5.2.2	Socio-Economic Background	:	184
	5.2.3	Home Environment	:	190
	5.2.4	Academic Performance	:	<b>1</b> 92
	5.2.5	Educational Aspirations	:	194
	5.2.6	Occupational Aspirations	•	194
	5.2.7	Co-curricular Interests	:	196
	5.2.8	Institutional Adjustment	:	198
	5.2.9	Achievement Motivation	:	201
5.3		ATION BETWEEN ENTRY INTO HIGHER CION AND STUDENTS! CHARACTERISTICS	:	201
	5.3.1	Association between Entry into Higher Education and Sex	:	202
	5.3.2	Association between Entry into Higher Education and Home Location	n#	203
	5.3.3	Association between Entry into Higher Education and Religion	:	205
	5.3.4	Association between Entry into Higher Education and Stream of Study	<b>*</b>	206

5.3.5	Association between Entry into Higher Education and Birth Order	:	207
5.3.6	Association between Entry into Higher Education and Age	:	208
5.3.7	Association between Entry into Higher Education and Fathers Education	:	209
5.3.8	Association between Entry into Higher Education and Mothers Education	*	211
5.3.9	Association between Entry into Higher Education and Fathers Occupation	:	211
5.3.10	Association between Entry into Higher Education and Family Income	<b>:</b>	214
5.3.11	Association between Entry into Higher Education and Socio- Economic Status	:	216
5.3.12	Association between Entry into Higher Education and Nature of Family	:	217
5.3.13	Association between Entry into Higher Education and Family Size	:	218
5.3.14	Association between Entry into Higher Education and Education of Siblings	•	219
5.3.15	Association between Entry into Higher Education and Students' Residence	:	220
5 <b>.</b> 3 <b>.1</b> 6	Association between Entry into Higher Education and Home Environment	:	222
5.3.17	Association between Entry into Higher Education and Academic Performance at HSC Examination	:	223
5.3.18	Association between Entry into Higher Education and Academic Performance at SSC Examination	:	225
5.3.19	Association between Entry into Higher Education and Educational Aspirations	•	226

vii

	5.3.20	Association between Entry into Higher Education and Occupational Aspirations	:	228
	5.3.21	Association between Entry into Higher Education and Co-curricula Interests	rs :	229
•	5.3.22	Association between Entry into Higher Education and Institu-tional Adjustment	:	231
	5,3,23	Association between Entry into Higher Education and Achievement Motivation	:	232
	SECTIO	NAL OVERVIEW	:	233
5.4	INDEPT	H STUDIES	:	23 <b>7</b>
	5.4.1	Indepth Study of Entrants	:	23 <b>7</b>
	5.4.2	Indepth Study of Non-Entrants	:	240
· 5 <sub>•</sub> 5	FINDIN	GS AND DISCUSSION	:	243
CHAPTER VI		SUMMARY AND IMPLICATIONS	:	261-273
6.1	SUMMAR	Y	:	261
	6.1.1	The Problem and Its Significance	:	262
	6.1.2	Statement of the Problem	*	263
	6.1.3	Objectives of the Study	:	263
	6.1.4	The Theoretic Frame Work: A Socia	1	
		Psychological Model of College Entry	:	264
	6.1.5	Methodology	:	264
	6.1.6	Major Findings of the Study	:	266
6.2	IMPLIC	ATIONS	:	270
	6.2.1	Implications for Policy Framing	:	271
	6.2.2	Implications for Future Researche	rs	272
BIBLIOGRAPHY			:	274-303
APPENDICES				