

CHAPTER -1

INTRODUCTION

Career choice is one of the most important decisions a student or a professional has to make in their life. Choosing the right career course is becoming more and more significant for the youth in the 21st century. A career is a crucial factor in the life of an individual. The youth represent the most dynamic and vibrant segment of the population in any society, which plays a crucial role in nurturing and sustaining the society. India is one of the youngest nations in the world in present times, with about 65 percent of the population being under 35 years of age. As per the census 2011 the Scheduled Tribes represent (ST) 8.6 percent of the total population. The Scheduled Tribes who were deprived of education for a long time requires not only the general literacy but also other skills which could equip them to face and experience the exogenous forces of modernization. Thus, education has been viewed as a mechanism through which the members of Scheduled Tribes are to be equipped to obtain occupational and economic mobility to create equal eminence in the society by their individual attainment and value. The administration is working very hard to improve the lives of those in society who are marginalized and less fortunate. A few schemes have been floated for the benefit of the ST students with the aim of providing them better education and better career opportunities so that they may come up in life. Out of various problems faced by the youth, the problem of setting the proper level of career aspiration is the most important. Ambitions of youth have long been of concern to educational researchers and practitioners over the period. Studies show that not only psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task-oriented attitude, educational system, curricula, educational institution environment and performance of an individual influence the formation of nature and fulfillment of educational as well as career aspirations. The present study had been undertaken in view of the need for understanding the perception of the tribal youths with respect to factors affecting their choice of career. This chapter highlights the basic concepts of career, career choice, aspiration, career aspiration, youth, tribal youth, factors affecting career choice, and theories of career choice.

1.1 Concept and Definition of Career

A career can be described as a pattern of working experience that covers a person's entire life span and that are typically considered as involving numerous phases or stages that reflect the passage from one period of life to the next (Weinert, 2001).

Similar to this, Collin (1998) discusses how people's interactions with organisations and society give rise to the concept of a profession. According to Savickas (2009), this relationship is now more than just a series of occupations; it is also a narrative that people who are employed create for themselves.

Savickas (2009) states that the new look of careers is temporary, contingent, casual, contract, freelance, part-time, external, atypical, self-employed, and external. Two themes emerge from these concepts. The first is that it is now the individual's responsibility to manage their career. Secondly, all these terms describe a climate of constant change.

Erwee (1986) states that career refers to a course or progress in life or history, an occupation or profession engaged in as a lifework, a way of making a livelihood and advancing oneself.

Swannell (1990) defines career as a course through life especially in a profession or occupation.

Hall (1996) postulates that the career of the 21st century will be protean. The individual, not the organisation, is what drives a protean career, and as the person and the environment evolve, the person will occasionally recreate it. According to Hall (1996), the term protean is derived from the Greek god Proteus (who could change shape at will).

The National Career Development Association NCDA (2003) defined that person's career is the sum of their lifetime's work, including paid and unpaid.

According to Okobiah & Okorodudu (2004), a person's career includes a variety of work and non-work settings that often last throughout their entire lives. According to them, career can be considered one's involvement in job, education, family, community

development, and leisure activities is often tied to a pattern of decisions, transactions, and adjustments.

Findings from a recent study conducted by Dreis, Hofmans, Pepermans and Rypens, (2009) indicated that most employees continue to desire more traditional career types. The term “career” can therefore be defined as the sequence of interaction of individuals with society, education, and organisations throughout their lifespan.

1.2 Concept of Career Choice

Brown (2002) proposes career selection method to be the one involving evaluating individual’s potentials, skills, and values with reference to the occupations and the way these align with the work values of existing alternatives.

Gottfredson’s (1981) Developmental Theory of occupational aspirations describes the affinity of individuals towards certain occupations. The consciousness about strength and weakness of one’s own is key factor in career selection as most individuals wish to try and do jobs that tend to align with the perceived self-image they need. The important variables that affect or help individuals perceive this image are, socio-economic status ability, intelligence, and experiences.

The basis of the Krumboltz (1993) Career Choice Theory (CCT) focused on surrounding environment and experience of an individual person. The theory stated that human beings learn from their surrounding environment and day to day experience and that influenced them. These surrounding environment and experience include family members, teachers, mentors, individual’s hobby or examining other peoples who are doing certain job. This eventually influences the career choice of an individual person.

Career choice depends on individual’s self-exploration regarding one’s own interest, experience from surrounding environment, values, potentials, one’s own need that match to the career they want to aspire.

1.3 Meaning of Aspirations

In everyday usage, ambition and aspiration are nearly synonymous and are often used interchangeably. Ambition means eagerness or an ardent desire to achieve a particular end rank, fame, honour, superiority, or power. Aspiration means a longing for and striving after something higher than oneself or one's present status. This longing may be ennobling or uplifting, or it may be unwarranted or presumptuous (Hrlock, 1953)

Every individual aspires for something, which makes one to sustain in life. Aspirations have two distinctive aspects. First, they are future oriented. This distinguishes them from immediate gratifications. Secondly, aspirations are motivators.

Aspirations are the goals a person sets for himself in tasks which have intense personal significance or in which he is ego-involved. Aspirations must be considered from three points of view: first, what performance or aspect of it the individual considers important and desirable, or what he wants to do: second, how well he expects to perform especially in the important aspects of the activity and third, how important the performance is to him either as a whole or in its different aspects (Cronbach, 1963)

The term 'aspiration' is utilized most of the time when a decision or desire is usually out of framework with reality and it is appropriately (not so appropriately) determined by fantasy level, which has minimum experiential (concrete reality) component attached to it.

Webster dictionary (1979) defines Aspiration as a Strong need for recognition which includes ambition, idea, or accomplishments. Whereas Oxford dictionary (1972) defines it as a "strong high desire for excellence and longing for something above one". Encyclopedia of Religion and Ethics (1971) describe it as worldly ambition or desire. It is considered as power which lead to spiritual progress, an inner voice by which men are encouraged to develop with their full potentials and true sense as spiritual.

Turner defining "ambition" as the "active pursuit of goals" and Kerckhoff defines it as a "willingness to work to achieve goals" (Turner, 1964; and Kerckhoff, 1974; cited in Spenner and Featherman, 1978).

Aspiration has been considered by Eysenck (1972) as the level of a possible goal (score) an individual set himself in his performance.

English Oxford Dictionary gives the meaning of aspiration as follow: A hope or ambition of achieving something.

The significance of having and cultivating aspirations is reflected in the Latin root of the word itself, "spirare," from c.1600, which means "breath." Aspirations are as vital to human health as the physical act of breathing. Our aspirations breathe joy and purpose into our lives.

Aspiration emphasizes on "something higher than oneself or one's present status." They also address both present and future perspectives. Aspiration can be considered as an individual's ability to explore opportunities and set the goals for future, and work in present to achieve the future goals.

1.3.1 Types of aspirations can be explained in the following way.

Positive and Negative: Negative aspirations centre on the goal of avoiding failure while positive aspirations are oriented toward achieving success. If a person's aspirations are positive, s/he will be satisfied and regard herself/himself as successful only if s/he improves her/his present status. If her/his aspirations are negative, s/he will centre on maintaining her/his present status and avoiding a downward slide in the social scale.

Immediate and Remote aspirations: Immediate aspirations drive mainly from the person's wishes at the moment, from success or failure in the immediate past and from the social pressure placed on the person. Remote aspirations are influenced by these factors and by interests, aptitudes, and cultural pressure.

Realistic and Unrealistic aspirations: Some aspirations are realistic in that the person is justified in expecting to achieve the goals s/he sets for her/himself. Realistic aspirations, by contrast, are based on unbiased assessments of the person's ability. Unrealistic aspirations are an index of the person's wishful estimate of her/his ability rather than of her/his real ability. Even a person who habitually sets realistic goals may be unrealistic at times, especially when her/his emotions are involved. For example, in setting her/his

vocational goals, the young person often thinks in terms of the prestige of the vocation rather than her/his abilities.

Intrinsic and Extrinsic aspiration: Kasser and Ryan (2001) distinguished between two types of life goals: intrinsic and extrinsic. Inherent goals are those involving personal growth, emotional intimacy and community service, while extrinsic goals include financial success, physical attractiveness, and social fame and/or popularity. The matters of essential goals are hypothesized to be naturally consistent with human nature and human needs. On the other hand, the extrinsic ones are strongly shaped by culture and usually involve obtaining symbols of social status.

1.4 Meaning and Concept of Career Aspiration

Career Aspiration: Considered education and career related ambition, goal and target that an individual set for him/her in life and inspired to achieve that goal or target.

As career aspiration is literally defined as the desire to achieve a particular vocation (Merriam-Webster, 2004). The career aspirations refer to the strong desire about future job and further study.

Career aspirations are an individual's point-in-time expressions of educational and occupational goals (Johnson, 1995; Rojewski, 2005).

Career aspirations represent a learner's orientation towards occupational goals and as Domenico and Jones (2007) report can be influenced by gender, socio economic status and family support.

Aspirations are particularly significant because they allow teenagers to appraise the degree to which numerous choices aid or hinder their chances of attaining desired goals.

The study concentrates the career aspirations of tribal youth. Career aspiration can be considered as a goal set by an individual to achieve either by in current profession or desired profession. In other words, a career aspiration is commonly described as one's specific desired career choice.

Occupational Aspiration (Haller & Miller, 1967), as the orientation toward the occupational goal has been found to be a good predictor of vocational maturity (Khan and Alvi, 1983).

Educational aspirations typically have been measured with questions regarding how far one hope to go in school or how much education one hopes to achieve. Whereas Career aspirations may be classified according to the type of job that young people aspire to do in the future.

1.5 Concept and Definition of Youth

Youth is identical through its energies and tasks completion. The concept of youth could be seen very complex task to define, as it covers such a diverse area. The understanding about youth does not have a similar meaning in all countries. The meaning of the terms “youth,” “adolescents,” and “young people” varies in different societies, as do the different roles and responsibilities ascribed to the members of each group. The different definitions came into existence through the interest of the scholars and need arouse.

In Vedic times, the life span of humans was regarded as eighty-four years, which includes four stages of twenty-one years each. “Brahmacharya”- which includes student stage. “Grihastha”-the Householder Stage, “Vanaprastha”-the Hermit Stage and “Sannyasa”- the Wandering Ascetic Stage. “Brahmacharya ashram”, considered as the stage of youth. It is a stage of learning and inculcating discipline in life, it is a stage where an individual develops his maximum potentials and abilities by exploring from their surrounding environment. It is a specific period of education for all young people before they can grow independent to work for life.

Swami Vivekananda had marvelous conviction in the youth of the country. Vivekananda deliberated them as the supreme asset and prosperity of India. He considered the period of youth which is full of energy, enthusiasm, it is period of optimism and adventure spirit. It is the youth of the country; he said who can educate and inspire the masses; it the youth of the country who can rouse the spiritual consciousness of the people and awake them to sense of their own human dignity and worth. Swami Vivekananda urged the youth to be robust and courageous, kind, and benevolent, strictly moral and of high character. He

wanted them to reject anything that makes them weak physically, intellectually, and spiritually.

In 1984, the Government of India declared and decided to observe the birthday of Swami Vivekananda (12 January, according to the English calendar) as a National Youth Day every year from 1985 onwards. To quote from the Government of India's communication, 'it was felt that the philosophy of Swami and the ideals for which he lived and worked could be a great source of inspiration for the Indian Youth.'

Pierre Bourdieu (1978) (In Jones 2010) suggested that "youth is just a word" and that it "has been an evolving concept" which has developed over the centuries into a social construction.

Youth could also be defined by some, especially in western societies as the "life stages between childhood and adulthood" and becoming independent from dependent (Kehily 2007)

As a biological point of view, youth is the period between puberty and parenthood, while others define youth in terms of cultural point of view "a distinct social status with specific roles, rituals, and relationships"(USAID/CMM 2005).

The term youth is defined by sociologists as a transition between 'childhood and adulthood' (Roche et al., 2004) the alternative is the term 'adolescence' which is often: Used within psychology to describe the common biological, psychological, emotional, and sexual maturation phases associated with the onset of puberty and the teenage years.' Psychologists speak on adulthood from the point of autonomy and identity as characteristics of the adult individual. The adult is autonomous in the sense that s/he can make her/ his own decisions and ready to take its consequences. Achieving "identity" may mean achieving a relatively stable self-image in terms of one's relationship to the family, to the economic system, to the political system and the moral-religious systems.

The concept of "youth" can be explained as all the people within a specific age group or as a state of being or even a state of mind. Youth are the people between ages 10 and 24. This covers a wide range of experiences and transitions that includes an early phase

(between age 10 and 14), a middle phase (between 15 and 20), and a later phase (between 21 and 24).

Young people stated in all three age groups face main trials that affect their upcoming well-being. At the end of the age spectrum of youth, they are still children in many respects. By the time they range the middle stage, youth are transitioning from puberty to maturity. This group can be considered adolescents. By the time a person finishes this stage of life, s/he has set in motion many of the events that will determine her/his life's path. Finally, youth can be called from the age of 21 to 24 are also young adults. They begin to discover their interests and aptitudes and make obligations – to work, to a spouse, and often to becoming a parent. 7 Youth seems to stand for the period of full physical and mental maturity, analogous to the period of adulthood.

There was no concept of youth in traditional societies; rather it was considered a transformation of childhood to adulthood.

Adulthood, from the sociological approach is viewed as the stage where an individual assumes the economic role of an earner-provider and familial role of husband-father. It is the linkage between chronological age and socially defined periods of life of the young at the best approximation.

In the modern context a great deal of emphasis is given to the occupational role as being at the core of the process of identity formation. Viacom Brand Solutions International (VBSI) study (2008) based on market suggested demographic definition of 'youth', based upon their engagement and participation in youth culture rather than on their chronological age, and considered three stages of youth. The research explained three stages of youth which includes "Discovery" consist of age group from (16-19 years old) wherein they discover new things, "Experimentation" stage include (20-24 years old) wherein they innovate and experiment generating new ideas and "Golden" (25-34 years old) period.

In general terms, youth can be defined as the stage in the life cycle before adult life begins. This transition has crucial dimensions. During this stage expectations and personal aspirations of boys and girls begin to grow. The major problem in this period is

vocational adjustment which consists of selection of vocation, achieving stability in the selection made and adjustment to work situation.

According to the United Nations definition, youth comprise young people aged between 15 and 24 years. The term “youth” defined by the United Nations Educational Scientific and Cultural Organisation (UNESCO) as a category which has not any fix age group and it refers period of transitioning from dependent to become independent and awareness of their interdependence as members of a community (UNESCO, 2017).

The government of India defined youth as persons in the age group of 15 to 35 years of age by Ministry of youth and Sports Affairs 2003. In order to use a definition more in line with international standards specifically with United Nations and Commonwealth definition, this age bracket has been changed to the age group of 15-29 in 2014 youth policy.

“Youth” is often considered as a person between the age where he/she may complete his compulsory education, and the age at which he/she finds his/her first employment.

1.6 Meaning and Definition of the Word ‘Tribe’

It is complex to give a perfect and right definition for the word ‘tribe’. The scholars have attempted to define tribe in content of their preview. The word ‘tribe’ comes from a Latin root, term ‘Tribuz’ which suggests race or subdivision of race of individuals.

In general usage, the word “tribe” is taken to denote a primary aggregate of peoples living in a primitive or barbarous condition under a headman or chief.

The ancient scriptures of the Vedic period also contain some references to the tribals. India’s two significant epics The Ramayana and The Mahabharata refer to the tribals as ‘Sudras,’ ‘Ahiras,’ ‘Dravidas,’ ‘Pulindas’ and ‘Sabaras’ or ‘Saoras’. For instance, the illustration of Sabari,’ who was a tribal woman, is shown in the Ramayana as having offered fruits to Rama. In the Mahabharata, the example of Eklavya, who was a Bhil boy, had to offer his thumb to Dronacharya as the fee for having secretly watched and learnt the arts of war from Dronacharya while the latter was teaching the Kaurava and the Pandava princes. The Mahabharata contains many such references to the tribals. There

are some other examples like. Bhima's son Ghatotkacha, who showed his valour in the war, was born of his tribal wife. Arjuna married Chitrangada, a Naga princess. The tribal scholars still go further stating that the aborigines mean the people living from sages. It means the tribals have their existence from the inception of humanity.

For the scholarly purpose Tribe is often defined as a social group usually with a definite area, dialect cultural homogeneity and unifying social organizations.

The tribes, according to Verma (1990), are "the autochthonous people of the land who are believed to be the earliest settlers in Indian Peninsula'. They are called Adivasis, meaning the first settlers of the nation.

It was Mr. W.R.H. Rivers, who gave to anthropological literature the most accepted definition of 'tribe': social groups of a simple kind, the members of which speak a common dialect, have a single government and act together for such common purposes as war. Other characteristics of a tribe have been listed as common name, contiguous territory, a relatively uniform culture or way of life and a trace of common descent (Luiz, 1994)

Thomas M.M. (1965) an eminent modern theologian and sociologist in his book Tribal Awakening gives another definition on tribe as, "A Tribe is homogenous group, indigenous people who have common language, living in a specific geographical area, backward in terms of technology, and loyal with reference to social and political customs-based kinship.

The World Book Encyclopedia (1969) defines the word 'tribe' as: group of people who have specific areas to live, have common language and always follows the orders of chief and elders of community. They have a common way of life.

Majumdar, D.N. (1973), an eminent scholar favored the definition on tribe as given in the Imperial Gazetteer. According to him, "a tribe is a collection of a group who have common name, common language, living in a common territory and it is not usually endogamous though originally it might have been so."

Mark, K.C. (1984), in his book, *The Church in India*, observes some of the general characteristics of the Tribals of India as: They are simple, honest, and truthful, hardworking, and industrious. They are community (group) conscious, self-independent. They ascertain themselves with their own land and are conservative with respect to change.'

The Imperial Gazetteer of India, 1911, defines a tribe as a "collection of families bearing a common name, speaking a common dialect, occupying, or professing to occupy a common territory.

The Oxford Dictionary (1998) gives the meaning of tribe as follows, "A race of people, now applied especially to a primary aggregate of people in a primitive or a barbarous condition, under a headman or a chief".

The New International Webster's Comprehensive Dictionary of the English Language (2001) gives the meaning of the word tribe as: "A division, class, or group of people, differing ethnologically based on circumstances from where their separation is supposed to originate. Among primitive peoples, a group or aggregation of persons, usually consanguineous and endogamous, under one chief, characterized by its own culture, and having a name, a dialect, a government, and usually a territory of its own."

The Scheduled Tribe in India are those tribes or tribal communities which are recognized by the Indian Constitution in its Article 342(1) as disadvantaged groups and worthy of special attention, remedial measures, and protection of interests. "Such tribal communities or parts or groups, within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution (article 366(25))" However, it does not contain the criterion for the specification of any community as scheduled tribe. An often-used criterion is based on attributes such as:

Geographical isolation - The people in this community live in a very isolated place, and they don't have many modern conveniences. Mostly they live in hilly areas and forest.

Backwardness – They mainly live off agriculture, a low-value closed economy with a low level of technology among community members that leads to poverty. They have low levels of literacy and health.

Distinctive culture, language, and religion – communities have developed their own distinctive culture, language, and religion.

Before independence of India to recognize and provide special provision for the forest people who are nomads and lead unsettled life “Scheduled Tribes” has been introduced by Simon commission, the concept has been adopted by the Indian Government for the administrative convenience. Thus, today, most of the tribal people live in rural areas, living territory with name.

1.7 Career Aspiration and Tribal Youth

Choosing a career is a landmark decision as it affects the rest of a person’s life (Salami 2008). The selections an individual makes, the values an individual embrace, the successes, and failures a person experiences, the social class in which a person has developed, and the interests, strengths, and capacities of the person all enter into this decision. The choice of a career is, therefore, not merely a decision of a moment: it is a complex and difficult process that spans several years (Ginzberg et al, 1951), if not a lifetime.

Over the span the tribals and their aspirations were overlooked as they resided away from the main streaming. Even though aspiration is a common characteristic of human being the tribal youth were ignored. Ambitions of youth have long been of attention to edifying researchers and practitioners. Out of various problems faced by the tribal youth, the problem of setting the proper level of Career Aspiration is the most important.

The Government has introduced especially for the youth pursuing the higher education and aspiring for good career Schemes like, Post Matric Scholarships, Book Banks, centrally sponsored Education & Training Programmes, centrally sponsored Scheme for Coaching and Allied Activities etc. To strengthen the planning to assist the weaker section to enable them to compete in the job market and get suitable jobs, it would be

essential to understand their background, their dreams and ambitions and their perception especially career perception. Further, despite all these efforts there is a general feeling that the perception of the college students may not be the same among students belonging to different social groups. (Centre For Research, Planning & Action, 2007)

1.8 Factors affecting Choice of Career and Career Aspirations

According to Onsongo, (2013), career development was determined by several factors as well as individuality, wellbeing, high school attended, the background of upbringing and even salaries that were attached to a career and benefits apart from monetary development. Factors such as parental level education, home environment factors, youth motivation to learn, discipline and academic performance could have an impact on their career aspiration. There are various determinants of career aspiration Individual personality, lack of role model in community and lack of awareness among youth, socio-economic factor, cultural factor, and opportunity available for youth.

Sociological features that affect career development comprise peer groups, role models, mentors, social networks, socio-economic status of parents and family inspirations. For illustration, a child could develop interest and aspiration in a particular career because the parents have laid the foundation for him or her, or rather because he or she has loved ones in that career and would not love to miss them or stay far from them. Okorodudu (2006) opined that the family is the first contact of the child in this world, and that interaction of the child with members of the family which include father, mother, siblings, and other relations, does internalize certain values, ideals, norms, and develop a sense of career in the child. Thus, the first course of career development starts with the child at the family level, and it is always the primary duty of the family to develop and internalize a sense of career in the child.

Economically, factors that affect career development include poverty, needs, wants, demands, and other factors that could be products of economic activities in the community. For example, an individual that has agonized financial predicament may want to choose a career or job that pays financially at the expense of personal satisfaction which work provides.

Out of various problems faced by individual socio-economic status of family considered as one of the factors that influence career choice Khallad (2000). Mau and Bikos (2000) cited previous findings showing a positive association between a family's socio-economic status and aspirations. Youth from higher socio-economic statuses were more likely to be knowledgeable of and choose professional occupations (Sellers et al., 1999). In contrast, Brown, and Barbosa (2001) found career aspirations of young female individuals who came from low-income families were confined to experiences of their relatives and friends.

Income was considered as an important component of life, particularly among youth who had a higher level of individualism (Agarwala, 2008; Wüst and Leko Simic, 2017)

1.8.1 Cultural Factor:

It is observed and believed that that the Culture – Racial and ethnic circumstantial, as well as the culture of an individual's provincial area, local community, and extended family, may impact career decisions. Our culture often affects the things we value and expect in our careers.

The thought process and the behaviour of the person are directly influenced by the culture he/she is surrounded by (Hofstede, 1980). Cultural values also indirectly have an influence the relationships which in turn have an impact on career choices (Auyeung and Sands, 1997; Özbilgin et al., 2005). Early marriages represent one cultural factor that hinders girls from advancing in education. There are a number of individual factors that could influence career aspirations, one of which is gender. Gender is often linked to certain stereotyped career roles (Crowley-Long, 2003; Lengermann & Wallace, 2005).

A person's personality is another individual factor that can influence career aspirations. One of the primary approaches is Maslow's (1954) theory that human needs could be described as a hierarchy of low-order to high-order. In the words of Maslow, individuals must fulfill lower-order needs before they can strive to fulfill higher-order needs.

Another personal factor is ethnicity, whereby some research indicates that ethnicity is a major variable in the selection of a career and in the self-concept that produces success in school and in the work world (Roe, 2006).

There are many factors responsible for the formation of aspirations; the most common are intelligence, sex, interests, values, family pressures, group expectations, and cultural traditions, past experiences, the mass media and personal characteristics.

1.8.2 Intelligence:

People who are bright have more realistic aspirations at all ages than those of average or below-average intelligence. They are better at recognizing their own shortcomings and the environmental obstacles that stand in the path of goal achievement. Bright adolescents tend to set vocational goals that are in keeping with their interests, abilities, and opportunities for training. They are also attracted to unusual and unconventional jobs. Those who are less bright are more influenced by wishful thinking about what they regard as glamorous and prestigious (Elizabeth, 2008).

1.8.3 Interests:

Holland's Career Typology discussed about relation between individual's personality and career field. This theory established the This theory establishes a categorization which matches individual's personality characteristics and preference to their job characteristics. Thus, a person's interests affect her/his immediate goals as well as her/his more remote ones. Studies show that aspirations that develop from and are closely related to interests that satisfy some need in the person's life are more likely to persist, more realistic than those related to transitory interests which may be fostered by social pressures. A boy who is interested in sports and who has discovered the prestige associated with success in sports competition will have stronger and more clearly defined aspirations in athletics than in academic work where success brings little acclaim. As interests change, the aspirations rooted in these interests likewise change.

1.8.4 Values:

Values are a replication of the person's home-based training, cultural background, and philosophy of life. They influence the intensity of the person's interests and give an emotional tone to her/his aspirations. In areas where values are strong, as in vocational and mate selection, aspirations are generally higher, less realistic, and less related to the person's capacities than in other areas. The role of values in determining what the person's aspirations will be how strong they will be and how realistic they will have been illustrated by studies of vocational and mate selection. Unfavorable vocational stereotypes tend to steer young people away from certain vocations, while favorable ones tend to attract them, even though they may be ill fitted for the more prestigious vocation by temperament, ability, and training.

1.8.5 Family Pressures:

Aspirations are often influenced by pressures from members of the family, mainly parents, but also siblings and other relatives, especially grandparents. Pressures for high achievement, the "great expectations syndrome" begin early and become stronger as the child approaches adolescence. Parents commonly expect a child who is proficient in one area to be equally proficient in other, totally unrelated areas. Sometimes parental pressures on children from the belief that a person can do anything s/he wishes provided s/he tries hard enough. Sometimes these stems from the parents own unfulfilled aspirations for themselves. Parents want their children to go few steps ahead of them on the vocational and social ladders. Sometimes these aspirations stem from competition with other parents. Among young children, mothers are more influential in their children's goal setting than fathers. As children grow older, fathers become more influential, especially in the case of boys. Only when the mothers have more education or a higher social status than the fathers do they have more influence on the aspirations of older children and adolescents. Working mothers have more influence than stay at home mothers on the aspirations of both boys and girls. There is a strong relationship between the aspiration of parents for their children and those of the children themselves (Elizabeth, 2008). Parents with low socio-economic condition have lower aspiration for their children as disadvantage group have lower aspiration compared to advantage group

(Schoon, 2006). Research studies also suggests and highlights those parental ambitions may be more significant for socially deprived young people. In the UK, longitudinal data from the BCS was utilized to associate socio-economically advantaged and disadvantaged individuals (Schoon et al, 2004). The authors found that parents' educational aspirations were more important for fostering the achievements of young people from socioeconomically disadvantaged backgrounds compared with their more privileged counterparts. Thus, family background variables including parental education, parental income, social class, and minority status have shown influence of parents' aspirations for their children (Kao and Tienda, 1998; Schoon and Parsons, 2002, and Schoon et.al., 2007).

There are studies which reveal that family type, educational and economic status of parents, areas of living etc. are indicators of setting higher educational aspirations. The study (Desai, 1951) found the difference among students in the vocational achievements and aspirations with reference to the area of state, caste, guardian education, and economic condition. The aims and aspirations of the youth living in villages are often linked to the immediate world that they confront in their daily lives. Metropolitan area tends to present youth with a different set of anxieties and aspirations.

1.8.6 Group Expectations:

It is seen that increasing age, the person is more influenced by the group and less by the family. In general, the group expects more of the person in adulthood than in childhood or adolescence and more at middle age, the peak years for achievement than in old age. Teachers and members of the peer group have more influence on educational, vocational, and social aspirations during later childhood and adolescence than the family members. Like parents, the group with which the person is identified expects certain things from her/him. The person is thus motivated to aspire to achievements that will conform to the group's expectations.

1.8.7 Group Status:

The person's status within a group likewise influences her/his aspirations. If a person feels that s/he belongs to a group, or if her/his status is marginal and subject to

improvement, s/he will aspire to standards of behaviour that will win the group's approval and acceptance.

1.8.8 Cultural Traditions:

Social structure of culture has closely relationship with the traditions that influence the career choice of an individual. In democratic societies, where going from one social class to another is possible and common, people are encouraged to aspire high and are lauded for doing so. From earliest childhood, they are told that everyone can be a "success," that they are living in a "land of equal opportunity" where "to strive is to succeed". A study (Strand and Winston, 2006) found that Black African and other Asian groups were seven times more likely than White British pupils and Pakistani pupils were three times more likely than White British pupils to aspire to achieve a university degree. Research indicates that aspirations vary according to ethnicity (Strand, 2007).

1.8.9 Past Experiences:

Human always relies on the past experience. There is a saying 'Experience is a good teacher'. There are two conditions which relates to past experiences in influencing aspirations. The first is praising and rewarding a person for her/his efforts rather than for her/his achievements. If the child who is not bright but who tries hard is praised by parents and teachers for her/his efforts, s/he will not realize how limited her/his abilities are. S/he will believe that s/he can do whatever s/he wants to do if s/he puts forth enough effort. This encourages her/him to aspire unrealistically high. The second condition is the number and intensity of the frustrations the person has encountered. Whether frustrations come from the person's ineptitude or from environmental obstacles, their influence on her/his goal setting will depend on her/his capacity to tolerate frustration.

1.8.10 Mass Media:

As the technology is growing immensely the life has also changed drastically. It is seen that mass media influences on goal setting are effective also because they imply that "everyone does it" or that it is the "thing to do." Certain kind of behaviour which is presented in print media and on-screen person believe that it has an approval of social

group. Individuals strengthen desire to accept it as the pattern for their own aspiration. The effect of mass media on aspirations is by no means limited to the young. Now a day the youth is gaining its inspiration shown and thrown by mass media.

1.8.11 Personal Characteristics:

Aspirations are generally born, greatly influenced by personal characteristics such as foresight, frustration tolerance and ability to delay gratification of wishes, self-esteem, and meaning in life or purpose in life, ambition and temperament. In setting vocational aspirations, for example, most people take into account their own temperaments, even though they may not realize they are doing so. A person who is adventuresome may aspire to success in a risky or dangerous line of work while one who is timid will choose an occupation that does not require physical or psychological daring. Those who have strong ambitions aspire to high prestige occupations while the less ambitious aspire to occupations that are stable and secure. And every individual at some point of life tries to personify the personal characteristics to understand one and gain aspiration. These characteristics assist one to gain pleasure by obtaining desired goal.

1.9 Theoretical Models of Career Decision Making and Career Development

Career Development is a multifaceted procedure and that comprises of numerous factors. Why an individual chooses a particular career? At what magnitude is career choice influenced by others? What are the factors involved in career decision-making? The answers to these and other questions have challenged many researchers over the past century. In order to comprehend it more evidently, a body of theory is required. Several theories have been developed to understand the career decision making and career development.

1.9.1 Community Interaction Theory, Law (1981)

Community interaction theories explain the influence of both psychological and sociological factors on career decision-making.

In his Community Interaction Theory, Law describes how the community in which an individual lives and works can motivate him to a particular career goal, or indeed how it

can fail to do so. The community in this milieu comprises all the people that a person intermingles with companions, family, friends, colleagues, and others. We listen to and take advice from such people all the time: their advice is important to us, and it matters. Trying to make significant career choices without the effort of such important inspirations can be difficult and make any career decisions more difficult too. Community plays a role as motivator and modifier to perform social function. Law states that the community influences individual in five specific ways:

1. Prospects via the intimate members of the family or peer group by means of cues, compressions, or augmentations.
2. Feedback concerning their suitability for different sorts of social roles by means of the images they receive of themselves by being member of certain groups.
3. Support, reinforcement, and encouragements that group membership can entail
4. Modelling, the opportunities to meet and understand ways of life outside those of the person's origins, the chance to identify with particular role models.
5. Information, communication of impression, images and data which arises from being a member of a particular community, some of which is relevant to employment and training.

Law asserts that his theory adopts a phenomenological perspective in examining careers education. This suggests that it is important to study individual's history and situation. The constructions are built from the process of interaction with members of social groups to which individual belongs. There is, accordingly, no absolutely agreed self or society to arbitrate upon career development. There is only what everyone continuously negotiates from the process of interaction.

1.9.2 Roe's Personality Theory

Anne Roe's Personality Theory conditions that an individual selects the career based on the interface with the parents. Roe believed that the way a child interacts with their parents would lead them to pursue either person-oriented or non-person-oriented jobs.

Person-oriented occupations have extraordinary amount of interface with other people. Non-person-oriented jobs are more independent. Roe established categories of career which include person-oriented and non-person oriented based on their skill level suitable for job. Anne Roe broke vocations into eight categories: Service, Business Contact, Organization, Technology, Outdoor, Science, General Culture, Arts and Entertainment. All these categories that Anne Roe stated, has six levels based on how much skill is required for the job: Independent responsibility, less independence, Moderate responsibility, Training required, Special training include basic rules and individual person divided into six levels depend on interaction they had with their parents.

1.9.3 Bandura's Social Cognitive Theory, (1997)

Social Cognitive Theory, developed by Albert Bandura, is the idea that an individual's motives and behaviors are based on experience, and these can breakdown into three chief classifications:

A person is influenced by self-efficacy, or what they believe they can achieve.

An individual gets inclined by what he or she sees other people attain and the actions they take.

An individual is inclined by aspects around him or her that he or she cannot control.

In profession expansion, Social Cognitive Theory assists in explaining the way a person can set up the career development plan for accomplishment. Through an optimistic view of the abilities and surrounding themselves with a positive network of mentors, a person has a better chance of achieving their career goals. The framework for the present theory is called Bandura's Triadic Reciprocal Model of Casualty. This model sates a person's output based on a mixture of:

Personal characteristics

Behaviour which perceived from others and action they see.

Outside factors

Super (1969) suggested that career selection and development is essentially a process of developing and realizing a person's self-concept. According to Super, self-concept is the product of a complex interplay between many factors, including physical and mental development, personal experiences, environmental characteristics, and stimuli. Super's theory calls for a greater emphasis on the influence of social context and interactions between people and their environment. Super (1990) proposed a life stage developmental framework with the following stages:

grow, explore, establish, maintain (or manage), and retire. At each stage, it is important to successfully master the socially expected professional development tasks for each age group. For example, exploratory youth (around age 15 to 24) experience crystallization, a cognitive process that involves understanding one's interests, skills, and values and consistently pursuing career goals based on this understanding. of professional development tasks. Reification (making provisional and concrete career choices) and implementation (taking steps to realize career choices by undertaking apprenticeships and jobs). Donald Super developed a lifetime career choice theory that includes his six stages of life and career development. These six stages of his are:

1. Crystallization stage, 14-18 years old
2. Specification stage, 18-21 years old
3. Implementation stage, 21-24 years old
4. Stable stage, 24-35 years old
5. Consolidation, age 35
6. Preparing for retirement, age 55.

A relatively new theory, the social cognitive career theory (SCCT), attempts to explain three interconnected aspects of career development: (a) how fundamental academic and job interests arise; (b) how educational and career choices are chosen; and (c) how academic and career success is attained. The theory takes into account a number of ideas from earlier career theories that have been shown to influence career development, such as interests, abilities, values, and contextual circumstances. Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes that has been extended to the study of many areas of psychosocial functioning, such as

academic performance, health behaviour, and organizational performance, served as the foundation for the SCCT, which was created by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994.

Through teaching clients career decision techniques and showing them how to use them, Krumboltz's Social Learning Theory demonstrates how people make career decisions and emphasizes the significance of behaviour (action) and cognitions (knowing or thinking) in doing so. This theory looks at four fundamental factors to help us understand why people choose the work they do as well as other decisions pertaining to their occupations.

Krumboltz et al. (1976) posited four factors that influence the theory of career decision making as follows:

1. Special abilities or genetic endowments, which include “race, sex, physical traits, including physical abnormalities or handicaps that cannot be corrected”.
2. Environmental occurrences and circumstances. “Factors which are not in control of an individual person.” They lead to changes in the “number and nature of job opportunities,” “number and nature of training opportunities,” “rate of return for various occupations,” “labour laws and union rules,” “Natural disasters,” “source and demand for natural resources,” “innovation of technology.” changes in social institution,” and “family training experiences and resources.”
3. Learning experiences, which are divided into “associative learning experiences” and “instrumental learning experiences,” where “the individual acts on the environment in such a way as to produce specific outcomes,” (p. 72).
4. Task approach skills, which are “a set of abilities, norms and ideals for behaviour, work habits, conceptual frameworks, and emotional reactions,” and which “reflect interactions between genetic and environmental effects” as per Krumboltz et al. (1976).

1.10. Role of National Education Policy (2020) in Higher Education.

Education is essential for achieving full human potential and promoting national development. Providing universal access to quality of education is the key to India's overall development. To develop and maximize our country's talents and resources for the individual, society and the world, universal high quality education act as an important tool. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The world is undergoing rapid changes in the knowledge landscape. Indeed, with the quickly changing employment landscape and global ecosystem, education should enable students to think critically and solve problems, make them more creative and innovative, multidisciplinary to adapt environment and absorb changing fields. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

Higher education plays vital role in promoting human as well as societal wellbeing. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and

society, more and more young Indians are likely to aspire for higher education. Higher education should be based on knowledge creation and innovation which contributes growth of national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment.

The policy's vision includes the following key changes to the current system: (a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages; (b) Providing more multidisciplinary undergraduate education; (c) faculty and institutional autonomy; (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; (e) reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service; (f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges; (g) governance of HEIs by high qualified independent boards having academic and administrative autonomy; (h) "light but tight" regulation by a single regulator for higher education; (i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities

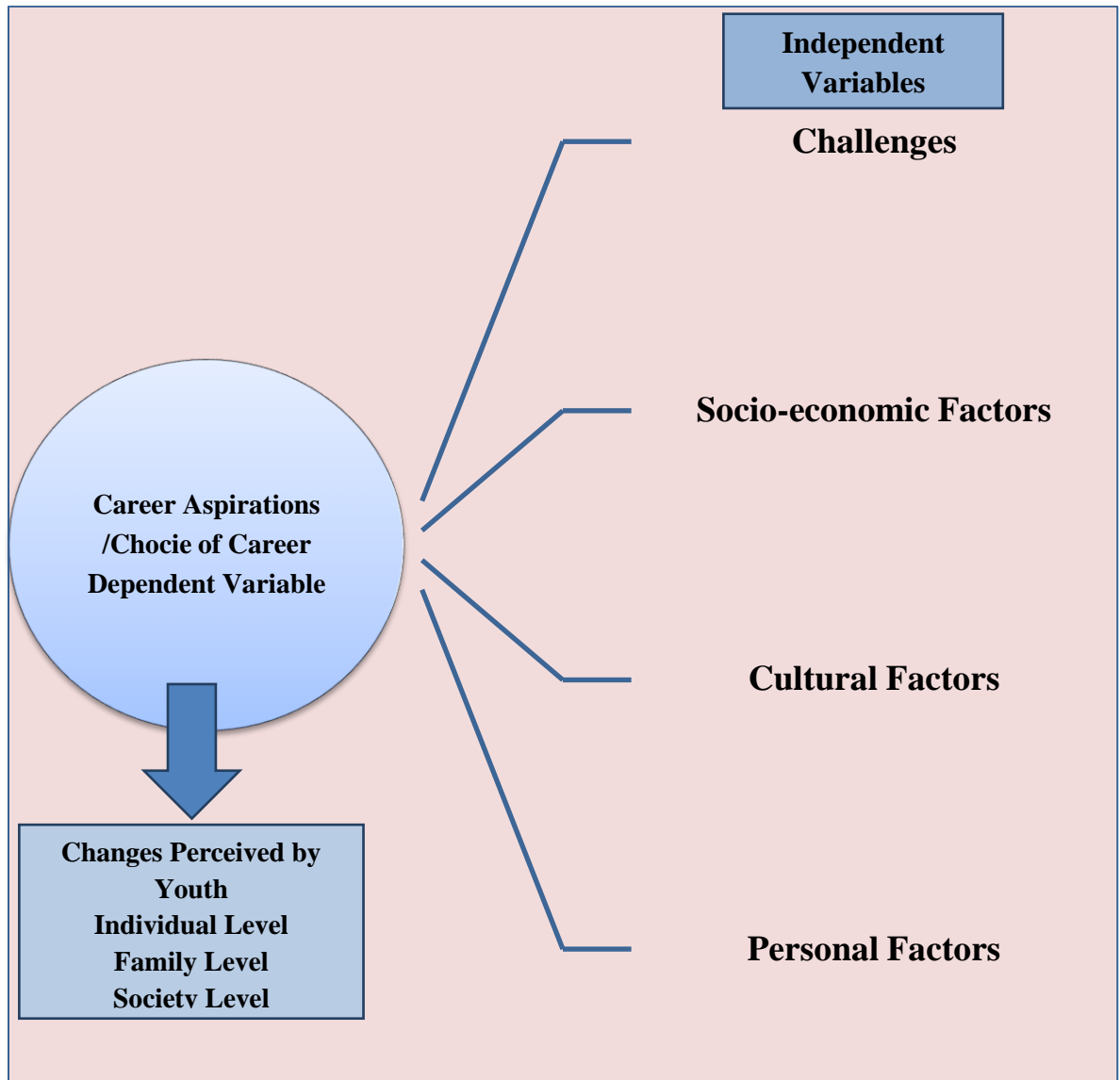
This policy also emphasized skill-based learning in higher education. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will

be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

This policy will support the tribal youths to access quality of higher education in nearby their areas or district and provides financial assistance to the students for getting higher education and encourage them to build high career aspirations and developed good career which results overdevelopment. (Source- National Education Policy 2020 Report)

Figure 1.1 Conceptual Framework



The Present chapter made an attempt to understand the various concept of career, aspiration, career choice, youth, tribe, career aspirations of youth and factors affecting the career aspirations of youth based on the studies researcher have tried to present conceptual map to understand how career aspirations or career choices are influenced by various socio-economic factors, cultural factors and personal factors as well as challenges. It also studied the changes perceived by tribal youth at Individual level, Family and Society level and as an outcome in pursuing their choice of career.