

# **CHAPTER – I**

## **INTRODUCTION**

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To be a progressive country, the country has to treasure on various facades of development like economic development, social development and human development. Each of these developments has its own special criterion; one of the common criterions is development of its youth. Youth is the key element and an important recipient of national development. Youth being the primary productive human resources, the socio-economic development of youth contributes directly to the development process of a nation.

The idea of national development is just a myth without principal focus and active participation of youth in it. The government, the private sector, the civil society and their parents need to be supportive and encouraging to ensure the active participation of young people in national development. "Young people are the innovators, creators, builders and leaders of the future. But they can transform the future only if they have skills, health, decision-making and real choices in life. Today's record 1.8 billion young people present an enormous opportunity to transform the future," UNFPA Executive Director Babatunde Osotimehim said. "Never before have there been so many young people. Never again is there likely to be such potential for economic and social progress. How we meet the needs and aspirations of young people will define our common future," the report said. Thus, youth are the sign posts because they reflect the situation of the society, region, and the nation.

## **Youth Policy at National and International Level**

The United Nations has long recognized that the imagination, ideals and energy of young people are vital for the development of the societies in which they live. As members of societies, youth deserve full access to: education, adequate healthcare, employment, financial services and participation in public life. Recognition of their unique perspectives and contributions must be taken into account in order to fully realize their potential and for governments to fulfill human rights obligations and democratic principles. The UN acknowledged this in 1965 with the Declaration on the Promotion among Youth as the Ideals of Peace, Mutual Respect and Understanding between Peoples.

In 1985, the UN General Assembly observed International Youth Year with the motto 'Participation, Development and Peace'. It drew attention to the important role young people play in the world and to their potential contribution to development and the goals of the United Nations. In 1995, on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by adopting an international strategy the World Program of Action for Youth to the Year 2000 and Beyond (WPAY).

In 1998 a resolution proclaiming August 12 as International Youth Day was adopted during the World Conference of Ministers responsible for Youth. Their recommendation was later endorsed by the UN General Assembly in 1999. International Youth Day was first observed in 2000. It is seen as an opportunity for governments and others to draw attention to youth issues worldwide. Each year to recognize efforts of the world's youth in enhancing global society. It also aims to promote ways to engage them in becoming more actively involved in making positive contributions to their communities. Since then every year 12<sup>th</sup> August is celebrated as

International Youth Day all over the world and in India too 12<sup>th</sup> January, Birthday of Swami Vivekananda, is celebrated as a National Youth Day.

The focal point within the United Nations system for youth issues is located in the Division for Social Policy and Development, Department of Economic and Social Affairs. The responsible entity within the secretariat is called the UN Youth Program. The United Nations is authorized to work in cooperation with the action of national governments at the invitation of its member states individually and collectively.

The United Nations Inter-Agency Network on Youth Development (IANYD) is a newly established (February 2010) network consisting of representatives identified by the Heads of UN entities whose work is focusing on youth issues. The aim of this Network is to increase the effectiveness of UN work in youth development by strengthening collaboration and exchange among all relevant UN entities.

Another nodal agency of U.N., UNFPA promotes and protects the rights of young people. It envisions a world in which adolescents and young people of both sexes have optimal opportunities to develop their full potential, to freely express themselves and have their views respected, and to live free from poverty, discrimination, and violence. UNFPA works to empower adolescents and youth and promote health, including sexual and reproductive health.

Another framework suggested by the 1995 U.N. Human Development Report which states that the basic objective of social policy should be viewed as one of enlarging people's choices. The report emphasized three essential components: (a) providing equal opportunity in education and employment for all the people in the society; (b) achieving sustainability of such opportunities from one generation to the next and

empowering people such that they participate in and benefit from the development process.

The States Members of the United Nations have agreed to work towards achievement of the purposes and principles of the Charter of the United Nations, inter alia, the promotion of higher standards of living, full employment and conditions of economic and social progress and development. Young people in all parts of the world, living in countries at different stages of development and in different socio-economic situations, aspire to full participation in the life of society, as provided in the Charter, including:

- (a) Attainment of an educational level commensurate with their aspirations;
- (b) Access to employment opportunities equal to their abilities;
- (c) Food and nutrition adequate for full participation in the life of society;
- (d) A physical and social environment that promotes good health offers protection from disease and addiction and is free from all types of violence;
- (e) Human rights and fundamental freedom without distinction of race, sex, language, religion or any other forms of discrimination;
- (f) Participation in decision-making processes;
- (g) Places and facilities for cultural, recreational and sports activities to improve the living standards of young people in both rural and urban areas.

U.N. has framed various action programs, as integral parts of social and economic development, in cooperation with both governmental and nongovernmental organizations; to enhance awareness of the global situation of youth and increase recognition of the rights and aspirations of youth; promote national youth policies, national youth coordinating mechanisms and national youth programs of action and to strengthen the participation of youth in decision-making processes at all levels in order to increase their impact on national development and international cooperation.

## **National Youth Policy**

Since the beginning of planning in India, the youth have been recognized as “the most vital section of the community” (India Planning Commission 1952, 615), however, action to formulate a comprehensive National Youth Policy was first initiated only in 1985, the International Year of Youth. After wide ranging consultations with all concerned, including voluntary youth organizations, a draft of National Youth Policy was prepared. The first National Youth Policy was finally formulated and laid in both Houses of Parliament on 11th November 1988 (in the Rajya Sabha) and 1st December 1988 (in the Lok Sabha).

The National Youth Policy, 1988 aimed at creating opportunities for the youth to develop their personality and their functional capabilities and thus make them economically productive and socially developed. The Policy aimed inter-alia at inculcating among the youth, respect for the principles and values enshrined in our Constitution, awareness of our historical and cultural heritage, qualities of discipline, self-reliance, justice, fair play, a scientific temper and promotion of world peace. The Policy called for action on awareness building and mass education training programmes aimed at personality development and character building, physical fitness, fostering contact between youth from different parts of the country and providing encouragement to the youth through awards for outstanding work. The Department of Youth Affairs and Sports in the Ministry of Human Resource Development was designated as the Nodal Agency for implementation, monitoring and evaluation of the Policy. The National Youth Policy (2003 and 2014) provides a holistic Vision for the youth of India which is “to empower the youth of the country to achieve their full potential and through them enable India to find its rightful place in the community of nations”. In order to achieve this Vision, 11 priority areas have been identified as important for youth development: (2014 National Youth Policy)

Education, Employment and Skill Development, Entrepreneurship, Health and Healthy Lifestyle, Sports, Promotion of Social Values, Community Engagement, Participation in politics and governance, Youth engagement, Inclusion and social justice.

Thus, demographic trend of youth has become a force and the focus for national and international agenda for the holistic development of youth.

### **Concept and Definition of Youth**

The term youth does not seem to have a uniform meaning in all countries. Internationally, there is no generalized definition of the term “Youth”. 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 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 in all three age groups face major events that affect their future well-being. At the younger end of the age spectrum, youth are still children in many respects. By the time they reach the middle phase, 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 ages 21 through 24 are also young adults. They are still discovering their interests and talents and making commitments – to work, to a spouse, and often to becoming a parent.

Youth seems to stand for the period of full physical and mental maturity, somewhat analogous to the period of adulthood. Youth is a collectively assembled concept to a large extent. This has more to do with age than with status and behavior. There was no concept of youth in traditional societies; rather it was considered a transformation of childhood to adulthood. The concept of youth is learnt through everyday experience. No uniformity in definition of youth has been found across countries of the world because this is not a harmonized group. A few researchers have defined the youth according to the purpose and need of the research. In the words of Atal (2005), youth is a demographic concept that has both biological and sociological aspects. Youth relates to an age group that is transitioning between childhood and 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. 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 is capable of making 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. 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. Though those between 25 and 34 remain youthful, there are some important differences among them and their younger and older counterparts.

The study identified three distinct stages of youth: “Discovery” (16-19 years old), “Experimentation” (20-24 years old) and “Golden” (25-34 years old), and found that the youth market has grown to include all three as the differentiation between traditional demographic groups has become blurred through lifestyle choice and spending power. These stages are found in equivalent to what Vivekananda had indentified about three stages of youth life based on approach of acquiring knowledge. 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.'

Youth analysts are increasingly speaking of a new phase in the life course between adolescence and adulthood, an elongated phase of semi autonomy, variously called “post adolescence: “youth” or “emerging adulthood” (Arnett, 2000). 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.

It is acknowledged that since all the persons within this age group are unlikely to be one homogeneous group, but rather a conglomeration of subgroups with differing social roles and requirements, the age group may, therefore, be divided into two broad sub-groups viz. 13-19 years and 20-35 years. The youth belonging to the age group 13-19 years form a major part of the adolescent age group and are regarded as a separate constituency.



According to the United Nations definition, youth comprises young people aged between 15 and 24 years. According to UNESCO, the youth constitutes people between 15 to 24 years of age as the core group. 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.

Nearly half of all people in the world today are under the age of 25. Youth, between the ages of 15 and 24, make up over one-sixth of the world's population, but are seldom recognized as a distinct group for the important role they will play in shaping the future. Thus, effectively addressing the special needs of these youth is a critical challenge for the future.

As a result, youth may react by unleashing risky or harmful behavior against themselves or society. Although youth may often be perceived as contributing to society's problems, they are, in fact, important assets for the economic, political, and social life of their community.

## **Demographic Trend of Youth in Global Context**

Demographic composition of any nation plays an important role in the growth and development of the economy. The proportion of working age group in the total population is deemed to be more important for framing the policies for economic growth and development.

Youth forms a sizable and vibrant segment of the population at the world level. At the beginning of 2012, the world population surpassed 7 billion with people under the age of 30 accounting for more than half of this number (50.5%). According to the Euro

monitor International Survey (2012), 89.7% of people under age 30 lived in emerging and developing economies, particularly in the Middle East and Africa. Youth comprises 18% of the world's population and of this about 85% live in the developing world.

**Table – 1.1: Youth Population at World Level**

	<b>Population</b>		<b>Education</b>		<b>Employment</b>			
	<b>Youth Ages 10-24, % of Total Population 2013</b>	<b>Youth Ages 10-24, % of Total Population 2050</b>	<b>% Enrolled in Tertiary Education 2005/2011</b>		<b>% Unemployed, Ages 15-24 2005/2010</b>		<b>Labor Force Participation Rate (%) Ages 15-24 2010</b>	
			<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
World	25	20	31	28	17	14	41	56
More developed	17	16	85	65	18	20	44	49
Less developed	27	21	25	25	-	-	39	58
Less developed (excl. China)	29	22	24	25	17	13	30	57
Least developed	32	27	5	8	-	-	55	64
Asia	26	18	23	24	14	12	39	58
India	28	20	15	21	11	10	19	55

Source: Population Reference Bureau, 2013

The above table reveals that youth aging 10-24 comprised of 25% of total world population in 2013 and are expected to reach to 20% in 2050, little lower than 2013.

It is can be seen that the percentage of completing tertiary education is higher among females; however their percentage in the labour force is lower than their male counterparts. The unemployment ratio for women is also higher vis-à-vis males. India has higher percentage (28%) of youth population compared to Asia (25%) and world (26%) but has lower percentage of enrollment in tertiary level of education and it also has the lower percentage of unemployment and labour force participation among youth aged 15-24 ages (2010) compared to world and Asia.

**Table – 1.2: Proportion of Youth Population (15-24) India and Selected Countries - 2010**

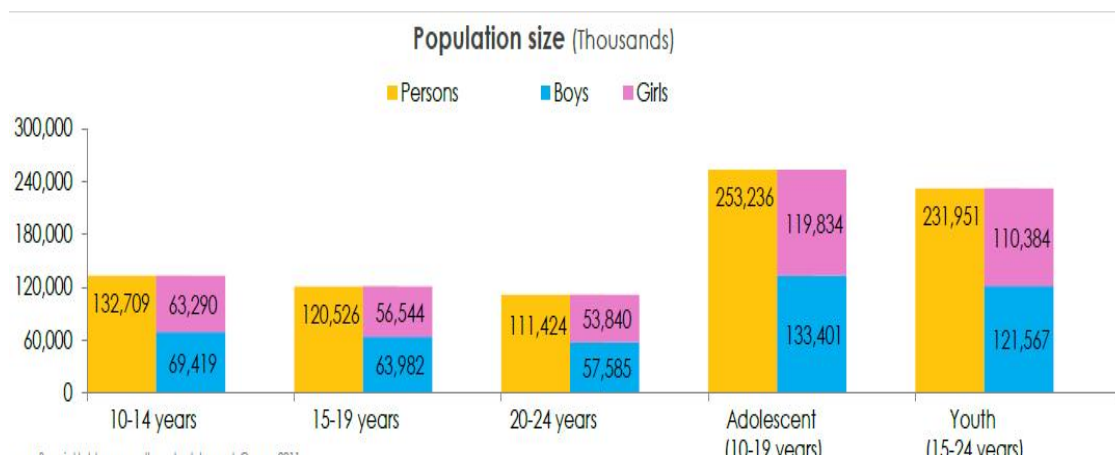
<b>Countries</b>	<b>Youth Population ('000)</b>	<b>Proportion of Youth Population</b>
WORLD	7,24,980	17.7
India	2,31,878	19.2
China	2,42,244	17.8
United States of America	43,950	14.1
Indonesia	40,530	16.8
Brazil	33,646	17.2
Pakistan	37,271	21.5
Nigeria	30,601	19.2
Bangladesh	30,703	20.3
Russian Federation	21,306	14.8
Japan	12,851	10.1

Source: Census of India, 2011, World Population Prospects, the 2012 revision

Further, it can be seen from table – 1.2, that in 2010, India alone had 231 million youth population, the highest number among all countries in the world (representing 19 per cent of the country's total population), followed by China with 242 million (representing 17 per cent of the total population). In comparison, Japan had only 12 million young people or 10 per cent of the population. Bangladesh and the Philippines both also had very high shares of youth – around 20 per cent of the total population. Every country of the world is experiencing a bulge in the youth population.

## Demographic Trend of Youth in Indian Context

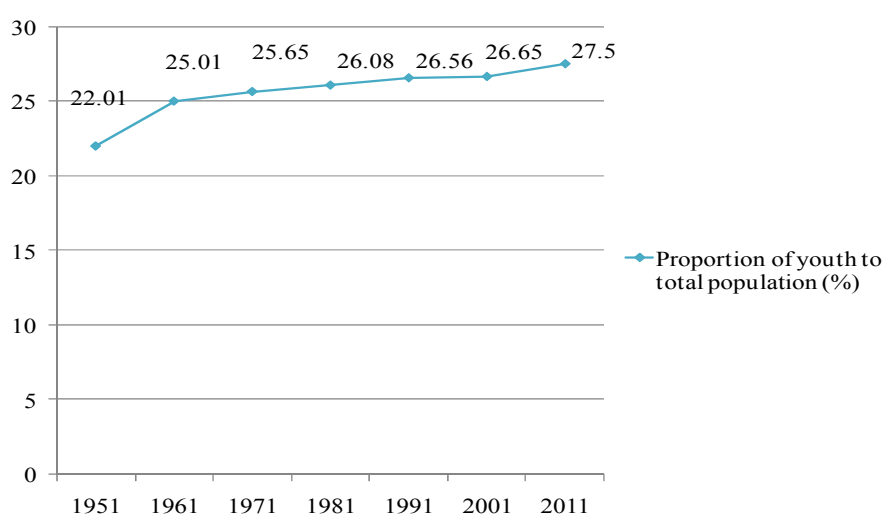
**Fig - 1.1: Population Size of India**



Source: 2011 census

Census 2011 designates the highest population in the age group of 10-24 years (fig. – 1.1) with 480 (thousands) of total 12,10,855 (thousands). India is the youngest country of the world with the largest youth population (UN 2007). Young population in India is super seeding in the world. World is eyeing India as a source of technical manpower.

**Fig. – 1.2: Youth Population in India (15-29 years)**



Source: Census of India

India is the second most populous country in the world, with over 1.21 billion people more than a sixth of the world's population, already containing 17.5% of the world's population. Since 1951, there has been constant rise in the proportion of youth aged 15-29, population grew from 22.01% in 1951 to 27.5% in 2011 (fig. – 1.2). According to the Census 2001, the age group of 15 to 35 years constituted about 55% of the population which grew to 65% in 2011.

**Table – 1.3: Average Annual Increment in Youth Population (in '000s)**

Year	UN Population Database		
	Total	Male	Female
2001-2006	4028.8	2022.6	2006.2
2006-2011	2680.8	1330	1350.8
2011-2016	1312.6	621.2	691.4
2016-2021	226.4	76	150.4
2021-2026	45.2	-8.8	54

Source: Economic and political Weekly, Dec. 9, 2006 and Business Line, January 17, 2006.

Official Indian projections based on the 2001 Census and the Sample Registration System (SRS ) show that India's youth population stood at 195.1 million in 2001 and was expected to increase by an annual average figure of 5.4 million during 2001-06 and 3.5 million during 2006-11, before beginning to decline (as evident from table – 1.3).

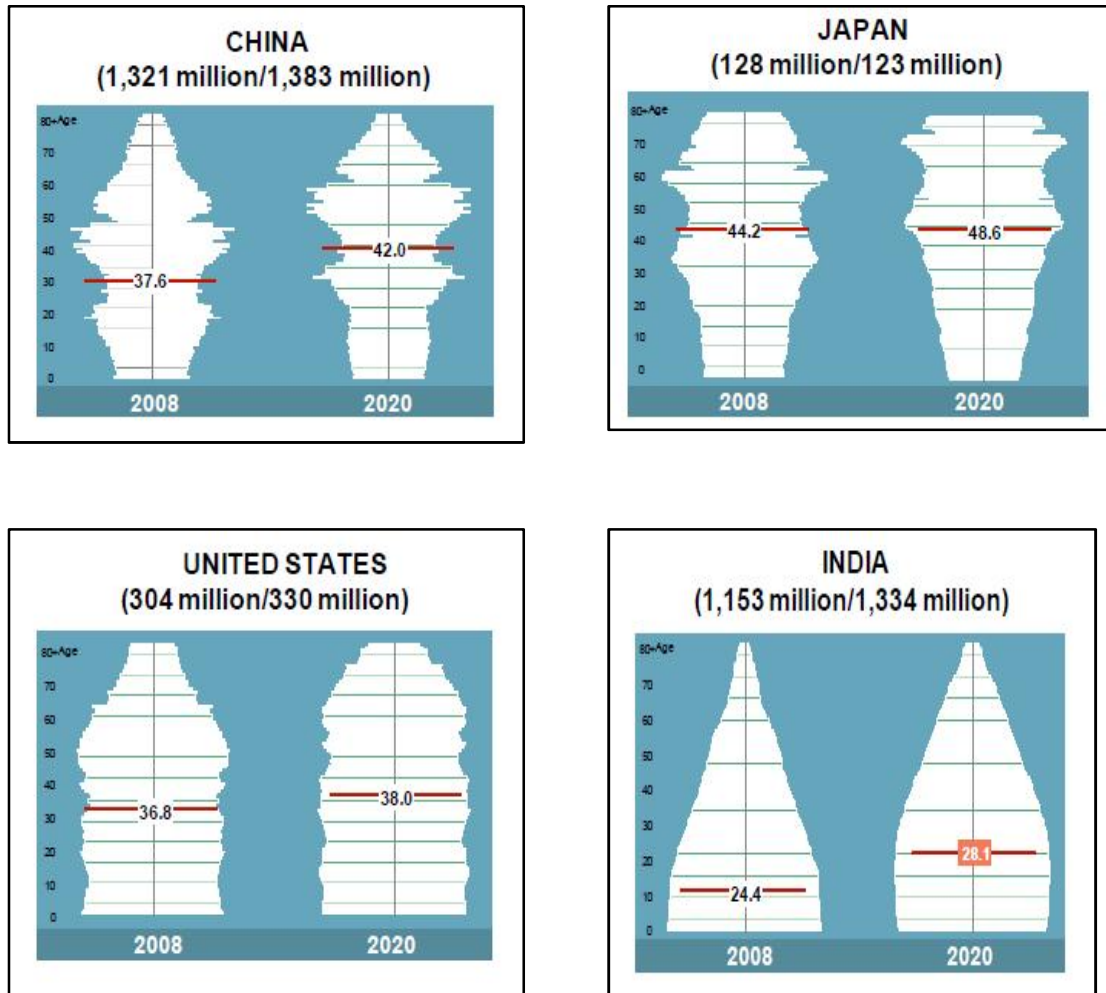
**Table – 1.4: Age Wise Projection of Population**

Year	Under 15	15–64	65+	Total
2015	372	819	65	1256
2020	373	882	76	1331

Source: Census 2011

Youth, in the age group of 15-64 years, projected to rise to 819 million in 2015 further it is expected to grow to 882 million in 2020 (table – 1.4).

**Fig. – 1.3: Pyramid showing average age of the country's population in 2020**



Source: National Statistical Institutes, BCG Analysis (NYP: 2014).

India is projected to be the world's most youngest country in the world which can be evidenced from the above pyramids that in 2020, the average age of an Indian will be 29 years, compared to 37 for China and the US, 45 in West Europe and 48 in Japan (UNDP, 2006).

Thus, India has the world's largest youth population despite having a smaller population than China, a latest UN report (2014). Seeing the trend, it has been corroborated that India is and will remain for some time one of the youngest countries in the world.

The mentioned demographic facts have important implications for the labour market. According to official data, India's labour force, which was 472 million in 2006, is expected to be around 526 million in 2011 and 592 million by 2020 and 653 million in 2031. At present, about 34% of India's Gross National Income (GNI) is contributed by the youth, aged 15-29 years. However, there exists a huge potential to increase the contribution of this class of the nation's citizenry by increasing their labour force participation and their productivity. With labour being a key factor of production, a demographic dividend is a clear positive for growth. Demographic dividend refers to an increase in the ratio of the population aged 15-64 years to that aged 0-15 years and above 65 years. This 'demographic dividend' provides India great opportunities to reap dividend till 2040, but it also poses a great challenge. Therefore, greater focus on human and inclusive development is necessary to best utilize the demographic dividend.

Therefore, for this dividend to accrue, it will be necessary to build human capital in adequate measure. The key to transforming the demographic dividend into a higher national income and better standard of living would be working and saving. This link between the demographic advantage and economic growth needs to be engineered with the help of active government support in the areas of education, health care and employability in order to rising labour force productively employed. As noted by India's former Minister of Human Resource Development, Kapil Sibal, "it will be a dividend if we empower our young. It will be a disaster if we fail to put in place a policy and framework where they can be empowered."

Thus, investing in youth will yield long-standing returns for national and global development; it is an investment in human capital. It will prevent many future problems such as school drop-outs, juvenile delinquency etc.

## **Globalization and Higher Education**

The economy of India had undergone significant policy shifts with the acceptance of new model of economic reforms commonly known as Liberalization, Privatization and Globalization (LPG model). This implied the replacement of General Agreement on Trade and Tariff (GATT) by World Trade Organization (WTO) in 1995 and signing of GATT by WTO member countries.

Liberalization refers to the slackening of government regulations. The economic liberalization in India denotes the continuing financial reforms which began in July 24, 1991. Privatization refers to the participation of private entities in businesses and services and transfer of ownership from the public sector (or government) to the private sector as well. Globalization (G) is a dominant paradigm of present times. It is the latest phase of capitalism. Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies, across geographical borders. It reflects comprehensive level of interaction suggesting something beyond the word “international”. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of “One-World”, “Global Village”, etc.

LPG model also entailed changes in the field of education and particularly in Higher education; G of education refers to the operation of educational services on a world wide scale. John Smyth argues “the globalization of world capitalism has had a significant impact on higher education policy and produced changes in the sector. In particular, globalization has caused a major restructuring of the economy, and



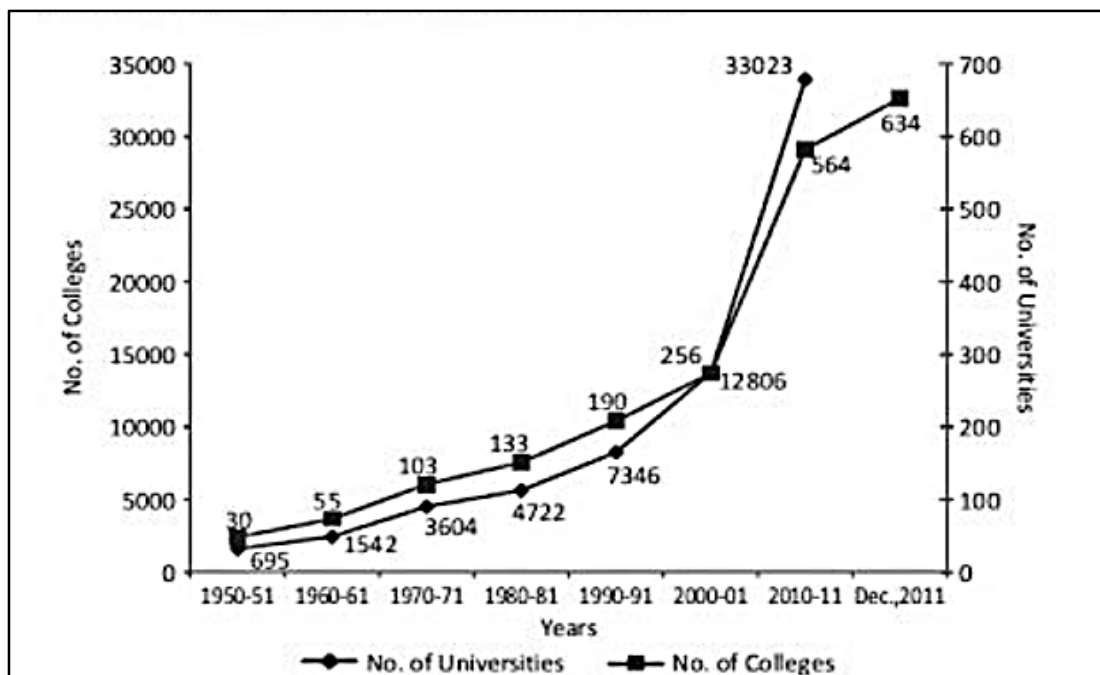
government has reacted within a corporatist and technocratic framework to create new technology-based industries. This has created moves to reform higher education in order to produce the necessary technocrats. As a part of the liberalization policy, education is progressively privatized and access to it was made available subject to the payment of appropriate prices. The government has been encouraging the establishment of a larger number of private institutions and even private universities are being encouraged. It has made education a tradable commodity determined by the market forces i. e. demand and supply. It is assumed that the growth of industrial society brings growth in the proportion of better paid and prestigious occupations and increased educational requirements for more desirable jobs and greater availability of education.

This 'privatization' and 'marketisation' of education has given rise to greater geographical and occupational mobility. It can be stated that G has become one of the dominant forces in the psychological development of the youth in the 21<sup>st</sup> century.

## **Higher Education**

Education as an instrument of social change is a major source of demographic change with achieving positive transformation in overall human development. Education plays a very important role in shaping the mindset of the youth. The Kothari Commission Report (1964-66) even remarked that "the destiny of India is shaped in her classrooms" and thereby implementation of education in a larger way among the youth is necessary. Youth require an enabling environment to become active shapers of reality. Education among youth has always been playing a significant role in the process of development of a nation.

**Fig. – 1.4: Growth of Higher Education Institutions**



Source: MHRD/UGC 2012.

Modern education in India is over 150 years old. Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011. The growth of universities has increased from 256 to 634 during 2001-2011 and number of colleges have also increased from 12805 to 33025 in the same period (fig. – 1.4). Gross Enrollment Ratio (GER) rose from 1% to 10% in the last 50 years (MHRD Annual Report, 2007-2008).

**Table – 1.5: Educational Composition of Population in India, 1971-2001**

Years	Educational Level					
	Illiteracy	Below Middle	Middle but Below Secondary	Secondary but Below Graduation	Graduation and Above	Total
1971	70.6	20.1	6.0	2.7	0.6	100.00
1981	63.8	22.6	8.3	4.2	1.2	100.00
1991	56.3	24.0	11.1	6.9	1.8	100.00
2001	35.0	28.0	18.0	10.0	2.5	100.00

Source: Manpower profile: India, year Book, 1992-93, Institute of Applied Manpower Research and Census 2001.

There has been 50% reduction in illiteracy level from 70.60% in 1971 to 35% in 2001, on the whole but a noticeable increase in educational composition of Graduation and above level i.e. from 0.6% in 1971 to 2.5 in 2001 and 1.8% in 1991 to 2.5% in 2001, i.e. .7% rise can be noticed in a decade (table – 1.5). Further, as per census 2011, literacy rate also has gone up from 64.83 per cent in 2001 to 74.04 per cent in 2011 showing an increase of 9.21 percentage.

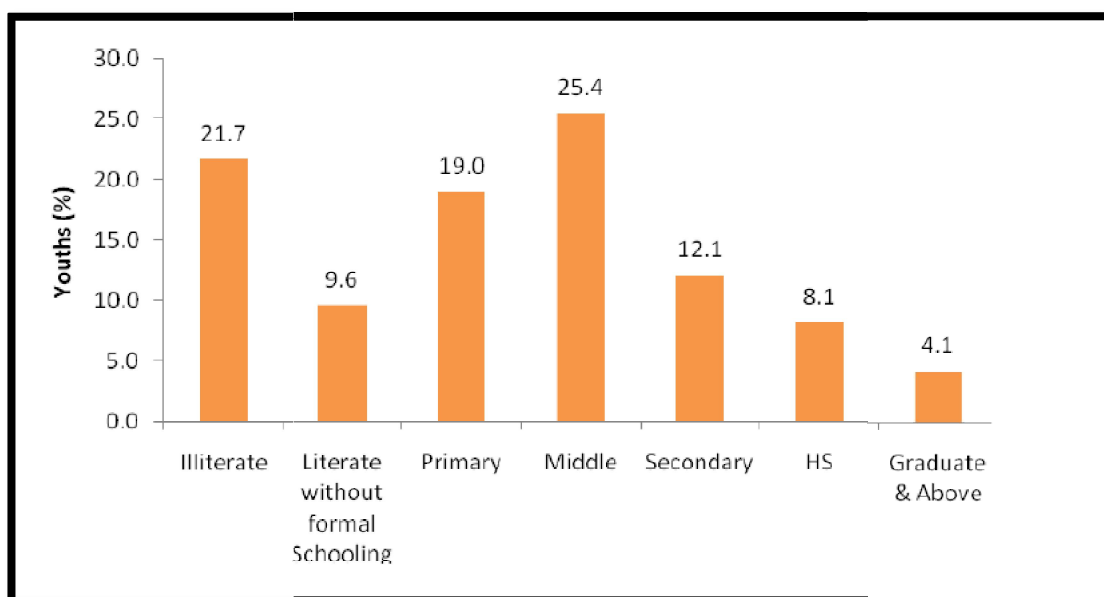
**Table – 1.6: Educational Level among Indians (percentages)**

Year	Literates (%)		
	Males	Female	All
1951	27.2	8.9	18.3
1961	40.4	15.4	28.3
1971	45.9	22	34.5
1981	56.4	29.8	43.6
1991	64.1	39.3	52.2
2001	75.6	54.2	64.8

Source: Census of India

It can be noticed from the table – 1.6 that there has been increase in overall literacy level from 18.3% in 1951 to 64.3% in 2001 and it has reached to 70.0% in 2011 among population of India.

**Fig. – 1.5: Distribution of Youth (13-35 years) by Level of Education**



Source: Estimated from NSSO Data 2004-05.

Despite stringent efforts on part of the government and various social organizations in implementing compulsory education during the last six decades, about 22 per cent of the youth between the age group of 13 to 35 years in India are still illiterate. Going into the details it is revealed that the illiteracy level is around 35 per cent in the age group of 25 to 35 years (see fig. – 1.5).

It is crucial that we engage the young decision makers of tomorrow in the development decisions of today. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition that college education for youth is an important investment that helps people build their skills and prepare for high-skilled jobs.

## **Youth and Challenges**

Young people are a valuable asset to their countries and investing in them brings tremendous social and economic benefits. They also face challenges – including

violence and crime, unemployment and HIV/AIDS – that undermine their rights and create significant social and economic costs to society.

Youth of today is living in a world which is very complex and is becoming more complex every day. S/he is expected to take more decisions by the time s/he reaches twenty than were required of her/his grand-parents in their whole span of life. Opportunities are becoming diverse and at the same time scarce. S/he has to choose between different alternatives depending upon her/his interest, experience, background and the resources.

Youth has many aspirations to achieve like integration in personality, developing independency, to achieve mature relations in family life... but to select and prepare for a vocation in order to achieve economic independence is the prime need of the youth (D. Paul, 1981).

### **Youth and Occupational Identity: Background of the Problem**

The transition of young people into work marks a critical period in their life cycle. It signifies a crucial stage of independence, the application of academic learning, social and economic productivity, as well as it sets the stage for an individual's potential in terms of earning capacity, job options and the possibility of advancement. In fact, the manner in which a young person enters the work force influences his or her life-long employment experiences. When and how this transition occurs further impacts the wellbeing of that person as well as his/her relationships with family, friends, community and society (UN report 2011).

Youth may begin to make commitments at work in linking career preparations which make them to explore diverse career and life options. Deciding vocational goal itself is a very difficult and an important decision. The nature of decision at this stage will

either make or mar one's career. Educational and occupational aspirations represent a person's orientation toward particular academic and career goals (Goftfredson, 1981).

Transition to the labour market remains a major challenge as youth unemployment is more than double the rate of the total working age population. Transition between education and employment is one of the main obstacle faced by youth of the region, especially those from South and South-West Asia, South-East Asia and the Pacific.

Modern education and educational institutions are producing large numbers of graduates and technically skilled manpower every year (Singh Amarjeet M., 2002). But does the growth in employment opportunities commensurate to absorb them? Gore (1972) opines that our education system does not tackle directly or successfully either anxiety relates to sex or the other relating to choice of occupation. The anxiety relating to occupation is more commonly recognized but very little by way of providing information and advice is done by institution of education. On the whole the occupational perspective of the Indian student is limited. The problem of occupational choice cannot be only handled with counseling and guidance. In a society with an increasing volume of unemployment, requires generation of occupations.

Unemployment is one of the major serious problems among the educated youth. Experts stress that Asian countries need to focus not just on expanding higher education but also ensuring quality at the same time if graduate unemployment is to be contained. In South Singapore, graduate unemployment rose from 3.3% to 3.6% in the first half of 2013.

In China people with postgraduate qualifications are even more likely to be jobless than those with undergraduate degrees, while graduate unemployment is higher than for those with vocational qualifications.

India has seen a surge in graduate unemployment in the past two years – one in three graduates up to the age of 29 was unemployed, according to the Labour Ministry's Youth Employment-Unemployment Scenario (2012-13). In India, "graduates spend a lot of time accumulating different degrees and ultimately realize that these degrees aren't going to provide a passport into lucrative private sector jobs", said Craig Jeffrey (2010).

At the same time employers complain in each of these countries they cannot get the kind of graduates they need. Talent Shortage Survey (2013) by Manpower Group, US-based human resources multinational, found acute problems in recruiting talent in many Asian countries but particularly in Japan and India. Some 61% of employers surveyed in India, and 85% in Japan, said talent shortages prevented them from hiring people with needed skills. At the same time, more than one in three employers in the Asia Pacific region reported difficulty in filling positions because of a lack of suitable candidates. The proportion of employers reporting talent shortage problems increased by 6%, to 51% from 45% in 2012, said Manpower Group.

In China, Japan and India the proportion of employers reporting skills gaps grew by 12%, 4% and 13% respectively. The debate about relevant skills, skills mismatch and labour market-appropriate degrees is as common in Asia as it is in the West, where the proportion of the graduates is generally higher. Nearly 75 million youth are unemployed around the world, an increase of more than 4 million since 2007. By 2016, the youth unemployment rate is projected to remain at the same high level (International Labor Office, 2012).

“Employers want students to be trained according to the needs of the workplace and want to do away with subjects that are irrelevant to the needs of the working world. Academics agree that some changes are needed but emphasize that these changes must balance the demands from industry against the needs of civil society and social development,” said the UNESCO report, “Higher education institutions must reclaim their role as socially relevant institutions that produce graduates with the necessary attributes for a sustainable society,” said the report.

The India employability report by Aspiring Minds (2013) a research firm, has brought out the obvious fact that the quality of the education system in India is well abysmal. Out of those who receive higher education, Mercer Consulting estimates that only a quarter of the graduates are "employable". A report, first ever national audit of employability of 3-year Bachelor's Degree graduates prepared by Aspiring Minds, India's Leading Employability Solutions Company, draws inferences from data of over 60000 graduates' found that 47% graduates in India are not employable for any industry role. One of the reason found was bad career matching – Over the years, the lucrative opportunities that a professional life in the technology industry has provided, has made engineering sciences the de-facto choice for graduate studies. Whether or not the student has the aptitude for the stream is not taken into account, resulting in uninterested engineering candidates, who haven't taken to their subjects as much as they should have, making them irrelevant to the industry.

The problems of youth emanate from the structure of the society and the process of social transformation. Kuznets (1973) opined modern economic growth has generally been seen to be associated with a high rate of structural transformation in the economy, including shift from agricultural to non-agriculture, and subsequently from



industry to services, as well as a shift from self-employment to wage employment in more formal organizational units.

In order to foreshadow change in these spheres, one must understand the drivers of the younger generations. The education is a crucial determinant of people's life chances and it particularly affects the integration of youth into labour markets.

Question arises like, are the youth aware of all available opportunities due to transition? Have they acquired skills and training to adjust with labour market? Or does the present system of education is playing any role in creating match between training and demand of globalised labour market? Therefore, it is interesting to study the career aspiration of those who are engaged in the education and consider youth as persons in the age group of 15 to 24 years.

Access to higher education is shaped by a host of factors including a student's academic achievement, family background and high school culture and competitiveness (Perna, 2006). Aspirations of the youth are linked to many variables, namely personal characteristics, their socio-economic status, parent's educational level and their living place, cultural traditions, gender, media, group expectations etc. Therefore there is a need to study the effect of variables on level and kinds of career aspirations among the educated youth and their motivation in attainment of academic achievement. As higher level of academic achievements is one of the pre requisite in labour market.

The present study would be in contour of the mandate given by UNESCO during the International Year of the Youth and statement issued, at the World Congress on Youth, which is known as Barcelona statement in July 1985, laid special emphasis on 'Research: analysis of the needs, aspirations and situation of young people' and

concerning youth to fill the various gaps that exist in regard to their problems, behavior, aspirations and activities. In this context, the statement further says,” it is important that governments, universities, institutes and non-governmental youth organizations carry out research programme on youth in which young people themselves can play a greater role”.

### **Significance of Study in Social Work Practice**

Youth struggle on the path of career development. It is a social problem in contemporary times where social work profession can play the role of career counselor through Career Advisor Service. The lead has to be taken to initiate as an active partners in fostering their all-round development. Without proper guidance to the youth in making adjustment with their personality, vocation, and other task of youth period, some maladjustment is bound to arise. To prevent the consequences of maladjustments, it is necessary to organize youth counseling services and counseling services for parents as well. Whilst working with parents will empower them to fulfill the role of helping parents to overcome obstacles in raising and realizing their aspirations for their children. This is the need of the hour when India has superseding population of youth and therefore it is required to occupy them meaningfully through creating employment opportunities.

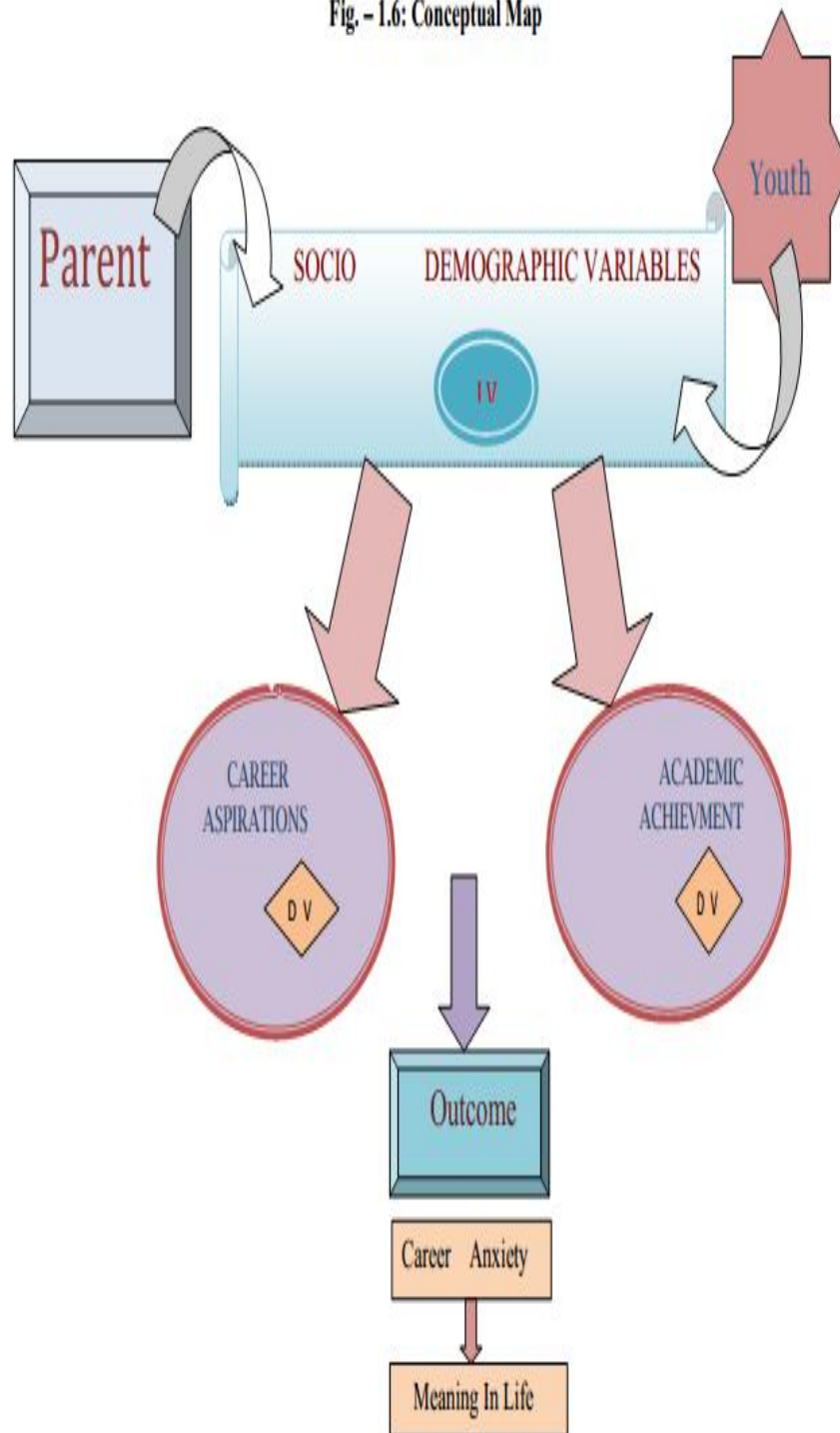
Social Work approach and intervention with youth and parents need a back- up with descriptive and exploratory research on what is the association between career aspiration and academic achievements among college students in many contexts. Ultimately, how career aspirations are developed? Who has the higher aspiration? What leads to higher achievements? What is the impact of parent’s aspiration, their socio economic condition, their educational status and demographic variables? Do these both have association with meaning in life concept and aspiration level and achievement level? And do they experience anxiety on career path?

In the absence of dependable data base, action may lead to avoidable waste of effort and resources. Impressions are not enough when we talk of result- oriented action. Hence, it is crucial to study career aspirations, academic achievements in depth to understand the present scenario and also to provide contribution towards UNESCO guidelines for research on youth.

### **Conceptual Map for the Study**

The conceptual map on the broad aim, objectives and research questions was developed as follows: See fig. – 1.6: Conceptual Map

Fig. - 1.6: Conceptual Map



The current study attempted to explore and create data on career aspirations of college youth with social work perspectives. The study looked into the impact of various variables on career aspirations and how this further impacted the academic achievements. Thus the conceptual map has highlighted the two broad areas of study, Career Aspirations and Academic achievements among the college students along with the role played by socio demographic factors. The study also assessed the level of anxiety related to career and also put an effort to understand the construction of meaning in life as an outcome of all these three (fig. – 1.6).

To conclude, the present study accentuated on association of Career Aspirations, Academic Achievements, Career Anxiety and Meaning in life.

### **Theoretical Explanation on Aspirations and Achievements**

An achievement, what has been already achieved, provides the base for hope to accomplish. Aspiration functions as a motivator for achievement. Aspirations and achievements are interrelated.

#### **Aspirations**

There are two basic aspirations of every human being: continuous happiness and prosperity. It is intrinsic to every human being to make one happy and it is the spring of basic aspiration. We direct all our efforts towards achieving these throughout the life. To attain happiness all people have plenty of ambition to get on in life, amass wealth and win success. Ambition is like the picture printed on a seed packet-you know what you want and what to expect. Thus, purpose in life gives birth to dreams in life. The dreams that are our aspirations are what give most of us hope, the sense of a positive and meaningful future. Person with a dream knows what s/he wants, plan well how to get it and persevere till s/he succeeds. What we aspire to becomes the shaping and driving force in how we conduct our days.

The word **ASPIRATION** has many synonyms, inclination, direction, eagerness, hankering, objective, endeavor, vocation, and ambition **as·pi·ra·tion**, according to American Heritage® Dictionary of the English Language (Fourth Edition), the word Aspiration has different meaning in different context; it is a n. Expulsion of breath in speech, *in Linguistics* -The pronunciation of a consonant with an aspirate, speech sound produced with an aspirate, strong desire for high achievement, An object of such desire; an ambition, The act of breathing in; inhalation, In Medicine - The process of removing fluids or gases from the body with a suction device, A strong desire for high achievement, An object of such desire; an ambition.

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. The other meaning "steadfast longing for a higher goal, earnest desire for something above one" is recorded. It means a strong desire, longing, or aim; ambition: intellectual aspirations or a goal/objective desired or act of aspiring;

Thus, aspirations connote the achievement of something high or great. It emphasizes on "something higher than oneself or one's present status." They also address both present and future perspectives. In this sense, aspirations can be defined as an individual's "ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (Quaglia and Cobb, 1996).

The study specifically focuses on career Aspirations. Career aspirations are simply the goals you've set out to achieve in either your current profession, or your desired profession. The word career means an occupation undertaken for a significant period

of a person's life and with opportunities for progress. As career aspiration is literally defined as the desire to achieve a particular vocation (Merriam-Webster, 2004). In other words, a career aspiration is commonly described as one's specific desired career choice. Wang and Stover (2001) observed that career aspiration, for both men and women, is recognized as the most important variable affecting later work experiences.

Researchers have also shown that occupational aspirations are as effective in predicting future career attainment as results obtained from formalized interest inventories. Occupational Aspiration (Haller and 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.

### **Types of Aspirations can be Explained in the following Way**

**Positive and Negative:** Negative aspirations center 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 also 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 think 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. Intrinsic 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 contents of intrinsic goals are hypothesized to be naturally consistent with human nature and needs. On the other hand, the extrinsic ones are strongly shaped by culture and usually involve obtaining symbols of social status.

### **Factors Influencing Aspirations**

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, competition with others, past experiences, the mass media and personal characteristics.

**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).

**Sex:** Both the boys and girls have higher aspirations in different areas and greater need for achievements. Boys and men generally feel a greater need for achievement in schoolwork, athletics, and vocational advancement than girls and women. As a result, they tend to set aspirations above their capacities in these areas. Girls and women tend to have more realistic aspirations for social life and marriage where achievement is more important for them. Girls consistently have higher aspirations than do boys (Schoon, Martin and Ross 2007). In adulthood, sex differences in aspirations are even more marked than in childhood and adolescence.

**Interests:** Person's interest will influence much of what s/he does. 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.

**Values:** Values are a reflection of the person's home 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 be has 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.

**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 stem 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 fewer financial resources tend to hold lower aspirations for their children and young people from socially disadvantaged backgrounds tend to have lower aspirations than their more advantaged peers

(Schoon, 2006). Research also suggests that parental aspirations may be more important for socially disadvantaged young people. In the UK, longitudinal data from the BCS was used to compare socio-economically advantaged and disadvantaged individuals (Schoon, Parsons and Sacker, 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.

**Group expectations:** With 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.

**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 behavior that will win the group's approval and acceptance.

**Competition with others:** Many parents believe that, to be a successful in adult life, their children must be trained to strive for high achievement. Child and Bacon discussed a person's aspirations are closely related to the traditions of her/his culture's social structure. Even before the child enters the competitive world of the school where s/he is encouraged by her/his parents aspires to stand at the top of her/his class, or to be with the prestigious athletic teams and to be identified with the leading crowd, s/he aspires to do what an older sibling or a neighborhood playmate does. S/He discovers that her/his parents are more pleased with achievements in some areas than in others, and this encourages her/him to aspire high in those areas.

**Cultural Traditions:** The traditions that influence a person's aspirations are closely related to the social structure of culture. In democratic societies, where going from one social class to another is possible and relatively 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". In both the US and UK, Asian students have been found to have the highest educational and occupational aspirations of all the minority groups (Cheng and Stark, 2002; Kao and Tienda, 1998; Mickelson, 1990, and Willitts et al., 2005). 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).

**Past experiences:** 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.

**Mass Media:** Mass media influences on goal setting are effective also because they imply that "everyone does it" or that it is the "thing to do." Whether the pattern of behavior is depicted on the screen or in print, the person assumes that it has the stamp of approval of the social group. This strengthens her/his desire to accept it as the pattern for her/his own aspiration. The effect of mass media on aspirations is by no means limited to the young.

**Personal Characteristics:** Aspirations are 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.

## **Achievements**

**Motivation** is the activation or energization of goal-orientated behavior. Motives are sometimes defined as needs, wants, drives, or impulses within the individual. Motives are the "whys" of behavior. They arouse and maintain activity and determine the general direction of the behavior of an individual. In essence, motives or needs are the main springs of action. Motivation refers to "the reasons underlying behavior" (Guay et.al., 2010, p.712). Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Motives are directed toward goals which may be conscious or subconscious. Sigmund Freud was one of the first to recognize the importance of conscious and subconscious motivation. He believed that people are not always aware of everything they want; hence much of their behavior is affected by subconscious motives or needs. Goals are outside an individual; they are sometimes referred to as "hoped for" rewards toward which motives are directed.

Motivation plays a positive role in achievements. It produces a stressful situation for the person. To resolve the stress, s/he uses greater effort and thus improves her/his performance. There are two types of motivation namely, intrinsic and extrinsic. Intrinsic motivation refers to motivation that comes from within the individual instead of from outside. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. It is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifested in behaviors such as play,

exploration and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

### **Aspirations and Achievements**

A person who aspires to be better her/himself or to achieve financial, social, or academic success above that which s/he has achieved to date will be satisfied only when her/his achievements come up to the goals s/he has set, regardless of how others view her/his achievements. The person confidently expects to achieve her/his goals in these ego-involved tasks and strives hard to achieve them. If s/he does achieve them, s/he will interpret her/his achievement to mean success. If s/he falls short of her/his goals, s/he will regard her/his achievement as failure. When a person sets a goal, s/he usually knows what s/he wants. S/he is aware of the effort needed to reach her/his goal and knows at least some of the barriers s/he will have to overcome. To précis, one can say that aspirations must be considered from three points of view: first, what performance or aspects of it, the individual considers important and desirable, or what s/he wants to do, second, how well s/he expects to perform, especially in the important aspects of the activity and third, how important the performance is to her/him, either as a whole or in its different aspects. Thus achievements are the result of inter play of many factors, like kinds of aspirations, level of aspirations, various socio-demographic variable.

### **Development of Aspirations**

Different aspirations are formed at various stages of life. Children and young adolescents are realistic in their aspirations than older persons. By the time people

complete their education, whether at the end of the high school, college, or graduate schools, most are “ambitious” but may be unrealistic in their vocational aspirations. Belief in one’s own capabilities is an important part of aspiration development for both parents and the child (Bandura, 1997). It has been found that self esteem has a positive correlation with the development of aspirations. Level of aspiration is characterized as "a compromise between the subject's evaluation of his ability with respect to the difficulty of the task and his desire to achieve a high level of performance-that is, between a judgment and a goal". Level of aspiration can be high or low, realistic or unrealistic and it can be talked in context of gender, education, ethnicity, class, personality trait and socio- cultural influences.

There are many theories which reveal the relationship between motivation and achievement in relation to work and organizational behavior. However, some of the theories have been applied in the field of education by social and educational psychologists to study aspirations and achievements. As motivation plays a significant role in attainment of grades or marks in the field of education at various levels which is being functional in getting jobs or attaining occupational aspirations.

Abraham Maslow has emphasized the hierarchy of needs in Need Theory. We all individuals have hundreds of needs. All of these needs compete for their behavior. What, then, determines which of these motives a person will attempt to satisfy through activity? The need with the greatest strength at a particular moment leads to activity. When a need is satisfied it is no longer a motivator of behavior. High strength needs that are satisfied are sometimes referred to as "satisfied" - that is, the need has been satisfied to the extent that some competing need is now more potent. If a high strength need is thirst. Drinking tends to lower the strength of this need, and other needs may now become more potent. Then person moves to the level of self-



esteem and self - actualization needs. Thus the strength of aspiration determines the strength of motivation in achievements.

Social Comparison Theory explains individual differences in level of aspiration. The group serves as a powerful anchor that limits the level of aspiration, particularly when the group is cut off from other groups. People tend to use others who are similar or have similar levels of abilities as a source of social comparison. The threat of ostracism tends to restrict the performance of those with high ability and performance levels are typically anchored somewhere around the mean (Collier, 1994).

When the aspirations and educational achievements are compared in relation to gender, it is usually observed that girls have tended to be higher than boys' in recent years; males consistently have higher occupational status, career advancement, and financial reward than females. There are a number of possible contributory factors to this, including restrictions associated with gender-role stereotypes, women's generally have lower levels of confidence in their own abilities, perceptions of sexism and women's earlier age of entry into parenthood (Schoon et.al., 2007). When comparison is done with reference to class, it has been observed that those from socio-economically disadvantaged backgrounds who have high aspirations may be unable to overcome the financial and social obstacles to achievement, particularly where multiple barriers exist (Schoon, 2006).

According to Attribution Theory (Weiner, 1992), individuals vary in terms of the degree to which they attribute explanations for success or failure to internal causes (e.g., ability and effort) or external causes (e.g., luck, fate and task difficulty). Attributions for success and failure have also been shown to influence aspirations. While attributions for successful outcomes to internal causes tend to increase aspirations, attributions to external causes may decrease them. Involvement in

extracurricular activities may also enhance students' educational and occupational aspirations. Studies have found positive associations between participation in extracurricular activities and aspirations of socio-economic background (Feldman and Matjasko, 2005). Participation in extracurricular activities may provide socializing experiences that foster achievement and the orientation to succeed, perhaps through taking part in competitive sports. This helps to strengthen occupational and educational aspirations (Otto, 1976).

According to Social Learning Theory (Bandura, 1997), self-efficacy is the core belief that one has the power to produce effects by one's actions. Perceived self-efficacy plays a critical role in the formation of aspirations as well as the strength of commitment in fulfilling them. There is a large body of evidence to suggest that a strong sense of self-efficacy promotes higher aspirations in both children and adults (Bandura, 1997). Within this line of research, parents' self-efficacy has been found to relate to their aspirations for their children (Bandura et al., 2001). Parents' cognitions about their own parenting abilities as well as their children's abilities play a central role in shaping their aspirations for them (Bandura, 1997, and Wentzel, 1998). Therefore, parents' beliefs in their ability to promote their children's engagement in academic pursuits may raise the academic aspirations that they hold for their children. Lowered perception of one's ability may constrain educational choices and eventual career paths as beliefs play a highly influential role in both the career aspirations and pursuits of adolescents and adults (Bandura, 1997, and Bandura et al., 2001). Aspirations have been considered an essential component in the motivation to achieve, operating somewhat like a self-fulfilling prophecy (Pamela 1987). Parents' perceptions of their children's skills and abilities also influence the aspirations they hold for their children (Bond and Saunders, 1999; Sacker, Schoon and Bartley, 2002, and Wetzel, 1998). In US sample study of elementary-school-aged children and their parents found those parents' aspirations were positively related to their confidence in

their children's academic abilities. Parents' aspirations may also be also raised for those children who do well in school, whereas parents may reduce their aspirations for those who are lower achievers. For example, the study conducted by Bond and Saunders in U.K. (2008) found lagged effects from children's ability at age 7 to parents' aspirations at age 11 and from children's ability at age 11 to parents' aspirations at age 16. Therefore, there may be a dynamic relationship between parents' aspirations and their perceptions of their children's abilities – each influencing the other throughout the school years.

## **Development of Career**

In an age of economic globalization, all individuals are affected by an array of work related concerns, some of these concerns are unique to certain cultures, but others are common to many cultural groups. The search for life purposes and meanings, the journey to actualize oneself through various life and work-related roles, and the efforts by nations to deal with problems of employment and unemployment, are examples of universal issues that seem to affect many individuals from diverse cultures.

There are many theories that stand out in the career development literature. Career development is a result of interaction of oneself with an environment. The four theories of career development which is relevant to the present study are discussed in the forthcoming paragraph.

### **Holland's Theory of Vocational Personalities in Work Environment**

The theory by Holland offers a simple and easy-to-understand typology framework on career interest and environments. Holland postulated that vocational interest is an expression of one's personality, and those vocational interests could be conceptualized into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). Parallel to the classification

of vocational interest types, Holland (1985, 1997) postulated that vocational environments could be arranged into similar typologies. In the career choice and development process, people search for environments that would allow them to exercise their skills and abilities, and to express their attitudes and values. A high degree of match between a person's personality and interest types and the dominant work environmental types (that is, high degree of congruence) is likely to result in vocational satisfaction and stability, and a low degree of match (that is, low congruence) is likely to result in vocational dissatisfaction and instability.

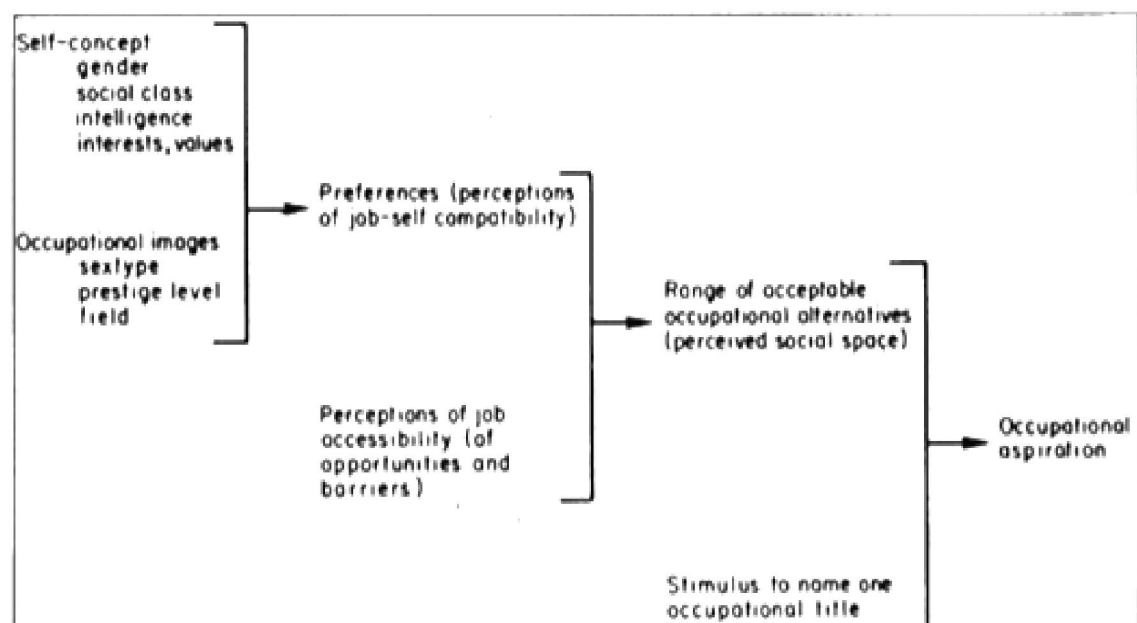
### **Self-concept Theory of Career Development by Super**

Super (1969, 1980, 1990) suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation. Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. For example, in the stage of exploration (ages around 15 to 24), an adolescent has to cope with the vocational developmental tasks of crystallization (a cognitive process involving an understanding of one's interests, skills, and values, and to pursue career goals consistent with that understanding), specification (making tentative and specific career choices), and implementation (taking steps to actualize career choices through engaging in training and job positions).

### **Gottfredson's Theory of Circumscription and Compromise**

Gottfredson's theory of career development is a more recent contribution. Gottfredson (1981, 1996, 2002, and 2005) assumed that career choice is a process requiring a high level of cognitive proficiency. A child's ability to synthesize and organize complex occupational information is a function of chronological age progression as well as general intelligence. Cognitive growth and development is instrumental to the development of a cognitive map of occupation and conceptions of self that are used to evaluate the appropriateness of various occupational alternatives. In recent revisions of her theory, Gottfredson's (2002, 2005) elaborated on the dynamic interplay between genetic makeup and the environment. Genetic characteristics play a crucial role in shaping the basic characteristics of a person, such as interests, skills, and values, yet their expression is moderated by the environment that one is exposed to. Even though genetic makeup and environment play a crucial role in shaping the person, she maintained that the person is still an active agent who could influence or mould their own environment.

**Fig. – 1.7: Monograph: Circumscription and Compromise**



**Monograph showing relations among theoretical constructs**

The above monograph (fig. – 1.7) presents a theory of how occupational aspirations develop during the preschool through the college years. This monograph is organized, into five sections. The first section defines the major constructs and provides a brief overview of the theory. The next three sections discuss the major components of the theory: the development of occupational images; the progressive circumscription of aspirations during self-concept development; and the compromises people make when trying to implement their occupational choices. The last section summarizes implications for re-search, theory, and counseling practice.

Social Cognitive Career Theory is one of the newer career theories, constructed to explain and predict the ways in which individuals form career interests, set goals, and persist in the work environment. Social Cognitive Career Theory (SCCT; Lent, Brown & Hackett, 2002) emphasizes the psychological and social significance of demographic influences on adolescents' occupational aspirations. SCCT holds that occupational aspirations are influenced by the different socialization practices that adolescents are exposed to, as well as by adolescents' internalization of these different experiences. These influences include psychological, historical, cultural, economic and socio-political variables. SCCT focuses on the interaction between the adolescent's cognitive-personal variables and the contexts that may limit or encourage career variables and occupational aspirations/expectations in his/her career development. Specifically, SCCT views occupational aspirations and expectations as a reflection of the adolescent's career self-efficacy. The core variables in SCCT include person (self-efficacy, outcome expectations, interests, goals) and contextual (support, barrier) variables, which are posited to represent proximal influences on career outcomes, meaning that personal goals interrelate with person, contextual and learning factors to explain academic and career choice and attainment.

The Personality Theory describes that an individual with -Type A- personality exhibits characteristics like ambitious, aggressive, business-like, controlling, highly competitive, impatient, preoccupied with his or her status, time-conscious and tightly-wound. People with Type A personalities are often high-achiever, "workaholics" who multi-task, push themselves with deadlines and hate both delays and ambivalence.

### **Need for Achievement**

McClelland predicted that people with a high need to achieve will seek life and career situations that allow them to satisfy this need. They will set personal achievement and work hard to meet them (McClelland, Weinberger. 1989).

Young people with high in the need to achieve were more likely to attend college, earn higher grades, and be involved in college and community activities. They got along better with other people and enjoyed greater physical health (McClelland, 1985; Piedmont, 1988). Great deal of research has been conducted in UK to find differences between people who measure high in the need for achievement and people who measure low. Research participants testing, high in the need for achievement were found more often in middle and upper socioeconomic classes than in lower socioeconomic groups. They were more resistant to social pressures and less conforming than were research participants testing low in need achievement.

The level of achievement is affected by child-rearing practices. Early research identified the parental behaviors that are likely to produce a high need for achievement in boys. These include setting realistic and challenging standards of performance at an age when such standards can be reached, not being over protective or indulgent, not interfering with the child's efforts to achieve and demonstrating genuine pleasure in the child's achievements (Winterbottom, 1958). In general, parental aspirations predict children's achievement. There are studies tend to find the

effects of aspirations, where it was noted that aspirations and achievement are likely to have a mutually reinforcing effect. The question arises that does the higher aspiration result in to higher achievement? Or higher need for achievement is the consequences of other variables?

### **Association between Career Aspirations and Academic Achievement and Meaning in Life**

People primarily concerned with intrinsic goals have higher life satisfaction and happiness, higher levels of self-actualization and vitality, higher self- esteem and mind openness and fewer strong academic achievement and certainty of one's occupational choice and college readiness promote degree and job attainment in careers of interest and job satisfaction (ACT-2005). Intrinsic and extrinsic goals relate differently to personal well- being (Kasser and Ryan, 2001). It can be said that those who have higher career aspiration, tend to have higher academic achievements which leads to edifice meaning in life.

### **Government Initiative for Holistic Development of Youth**

The scheme titled 'National Programme for Youth Adolescent Development (NPYAD)' has been formulated by merger of four central sector grants-in-aid schemes of the Ministry of Skill Development, Entrepreneurship, Youth Affairs and Sports during 10<sup>th</sup> Plan namely, Promotion of Youth Activities & Training, Promotion of National Integration, Promotion of Adventure and Development and Empowerment of Adolescents, with a view to reduce multiplicity of schemes with similar objectives, ensuring uniformity in funding pattern and implementation mechanism, avoiding delays in availability of funds to the field level and institutionalizing participation of State Governments in project formulation and its implementation. While some procedural changes were made in the schemes during the 11<sup>th</sup> Five Year Plan, it was felt that the schemes need to be substantially restructured in order to make it more



meaningful in terms of content, impact and outcomes. The schemes were reviewed in the context of 12<sup>th</sup> Five Year Plan by the working group constituted by the Planning Commission for formulation of the 12<sup>th</sup> Five Year Plan. The working group outlines short term and long term objectives to achieve overall holistic development of youth, which are as follow:

## **Objectives of the Scheme**

### **Short Term Objectives**

- Provide opportunity for holistic development of youth including adolescents for realization of their fullest potential;
- Develop leadership qualities and personality development of youth and to channelize their energy towards socio-economic development and growth of the nation;
- Promote national integration, strengthen secular and eclectic outlook through creative expressions by youth;
- Foster the spirit of adventure, risk taking, teamwork, the capacity of ready and vital response to challenging situations and of endurance among youth;
- Acknowledge adolescents as a distinct sub-group among youth and address their distinct needs and at the same time provide positive stimulation and congenial environment for their all-round development; and
- To encourage research and publication and to promote technical resource support including development of information and database on issues concerning youth and adolescents.

### **Long Term Objectives**

- Engage and channelize the energy of youth in a positive manner for nation building;
- Develop amongst youth a sense of pride in nationally accepted values like democracy, socialism, and secularism;
- Promote activities and programmes, which foster social harmony and national unity among youth;
- Promote spirit of national integration, unity in diversity pride in Indians among the youth of different parts of the country and to induce a sense of social harmony amongst the youth;
- To motivate the youth to act as focal point for dissemination of knowledge in the rural area and involve them in nation building process;
- To stimulate action for development and empowerment of adolescents, particularly from the economically and socially neglected/backward sections of society;
- To build and develop an environment which recognizes the specific needs and promise of the adolescents in the country and provides for adolescent friendly services.

Further detailed programme area and components are to achieve above objectives.

### **Programme Area and Components**

The umbrella scheme comprised of the following broad programme areas and their components:-

**Table – 1.8: Programme Area and Components**

Sl.	Name of the Programme Area	Programme Component
(a)	Youth Leadership and Personality Development	i. Youth Leadership and Personality Development Training
(b)	Promotion of National Integration	i. National Integration Camp ii. Inter-State Youth Exchange Programme iii. Multi-Cultural Activities iv. National Youth Festival v. State Youth Festival vi. National Youth Awards
(c)	Promotion of Adventure	i. Promotion of adventure at basic and intermediate level in India ii. Promotion of adventure at advance level including expeditions in India ii. Grants to Recognised Institutions iv. Tenzing Norgay National Adventure Awards
	Development and Empowerment of Adolescents	i. Life Skills Education ii. Counselling iii. Career Guidance iv. Residential Camps
(e)	Technical and Resource Development	i. Environment Building ii. Research & Studies on youth issues iii. Documentation & Publication iv. Seminars, Conferences, Exhibitions and Workshops on youth or adolescent issues, national integration and adventure

The targeted beneficiaries of the programmes include members of the youth clubs affiliated to the Nehru Yuva Kendra Sangathan, National Service Scheme, State Government Youth Organizations, Bharat Scouts & Guides or student youth in Schools, Colleges and Universities. Adolescents and Youth from other established youth organizations or NGOs may be considered and provided benefits they are the registered members of such organizations. Preference may be given to the youth with

special abilities and youth belonging to scheduled caste, scheduled tribes, minorities and weaker sections.

## **Summary**

In this chapter, a brief introduction about role of youth in national development followed by over viewing present and future trend on youth population both global and India level. The background of the problem of unemployment is outlined with coming up of conceptual framework for the research study. In addition, the theoretical perspective on achievements, aspirations and career development described. At the end, a brief account of various programs and schemes outlined by the government of India for the youth development is presented.