Study of related literature is an indispensable task in research. It is a crucial aspect of planning a very useful project. An exhaustive survey of conceptional and empirical work is inevitable for good success. It has manifold meanings and advantages to the researchers. Some of these are mentioned here for reference.

The study enables to have a clear comprehensive view of all the pros and cons of the work; keeps abreast with the latest trends, methods, tools and techniques. makes aware with frontiers of the problem; develops deep insight into problem; points out the crucial aspects, stimulates thinking and promotescreativity, provides concepts and data for evaluation, interpretation, comparison, and discussion. The study guards against probable dangers and pitfalls, minimises the risks of dead ends, save against unnecessary duplication, and avoids the chances of inadequate procedure. Thus, the researcher get enlightened, capitalises on the previous literature, design adequately, follows effectively, and makes best use of sources and resources.

A number of researchers have been undertaken to relate the self-concept and vocational aspirations. But, there is, perhaps, the first study, that compare the achievement concept and vocational aspirations of matched scheduled and non-scheduled caste students. In the present study, the researcher has analysed the relationship of the achievement concept and vocational aspirations of matched scheduled and non-scheduled caste students.
The available studies are generally not comparable with one-another as they differ in many respects—Samples studied, tools employed, designs used, etc. An attempt is made, in this chapter, to survey the relevant studies in brief. The existing researches that are directly and indirectly related to the present study may be conveniently classified under two headings:

1. Vocational Aspirations,
2. Achievement Concept.

STUDIES CONDUCTED ON VOCATIONAL ASPIRATION:

Gupta¹, carried out an investigation on "Vocational choices of scheduled and non-scheduled caste students." The sample consisted of 147 boys of 6 institutions. Questionnaire method was employed to elicit responses from the subjects. The results showed that Boys belonging to scheduled caste indicated preference for while collar officers vocations, two bodys belonging to non-scheduled caste indicated growing preference for highly skilled vocations. Differences in vocational preferences exist between boys of scheduled and non-scheduled caste for different vocations.

In another study Brown² compared the vocational Aspirations of paired Sixth Grade white and Negro children. Sample consisted of 41 match pairs—23 pairs of girls and 18 pairs of boys. Mean age 12-13 and mean I.Q. 93.58 to 93.87. The required data were collected by questionnaire. Results indicated that the choices of Negro children ranked higher
than of those of the white. Generally, the occupational aspirations of both groups were higher than the occupations held by their fathers. On the seven-point warner-scale, 53.7% of the aspiration indicated by the Negro children exceeded the occupational classification of their fathers by four units on the scale. Only 19.5% of the white children aspired to occupations four point higher in status than the occupations of their fathers.

Sinha and Shankar\(^3\), carried out on investigation on "Vocational choice as a Function of Ethnic Difference." Sample consisted 400 tribal and non-tribal Arts students (200 each). A checklist of 27 occupations was given to subjects to indicate their professions. They used the Ranking and Chi-Square for analysis of data. Finding of the study suggested that backwardness, trace and low educational level led tribals to choose those occupations which require: economic gain, less responsibility and which are satisfiers of immediate needs. On the other hand, better educational background and high education level made the non-tribal subjects to prefer occupations which require more responsibility, power and authority.

Tewari\(^4\), worked on "Leisure-Time-Activities and Vocational Preferences of Urban and Rural Students." Sample consisted of 225 students of Agra District. Questionnaire as a tool was used to collect the information. Findings indicated that 43% urban and 32% rural students wanted to get Government Service, 10.57% urban and 6.7 rural engineer, 11% urban and
12% rural for medicine. Preference for teaching showed remarkable difference between the rural and urban, students after Government-service. Only 11.1% urban and 24% rural students wanted to serve in teaching department. It is to be noted that a large percentage of students from rural areas (13%) are interested in defence services when the students of urban areas (8.4%). It is surprising that none of the students mentioned I.A.S. and I.F.S., as vocational aspirations, only three urban students had the aspirations for foreign educational degree.

In an investigation George and Mathew\(^5\) studied the vocational aspirations of school bearning pupils in Trivandrum in Kerala State. 2038 pupils from the final year class of 14 high schools constituted the sample. The 14 schools constituted a random sample of the 56 complete high schools, chosen randomly after stratification in to Urban-rural, boys-girls mixed, government-private and having shift-system-not having shift system and going proportionate weights. They used the questionnnaire technique to collect the necessary data from the boys and girls. Findings arrived at the following generalization:

1. The first six most popular vocations (teacher, doctor, engineer, clerk, nurse and marine personal) were mentioned by 79.87% of the pupils.

2. More urban pupils aspire to become doctors and engineers while rural children to become teacher, clerk and nurse.

3. More backward christians aspire to become teachers and
nurses while Ezhavas aspire to become doctors and engineers and Brahmins like to become doctors, Fewer backward christians aspire to become doctors and engineers, fewer Muslims and Ezhavas wished to become teachers and fewer members of the scheduled caste liked to become doctors.

Singh\(^6\) investigated on "Patterns of Educational and Vocational Interest of Adolescents" of stratified sample of 125 each of the groups of urban male, urban female, rural male and rural female students of IX class of Agra district. The used self-prepared educational and vocational interest inventories. The findings were the following:

1. The educational interest in scientific and Constructive areas of male students, belonging to different courses, differed significantly but had, almost, similar interests in Literary, Commercial, Aesthetic, and Agricultural Vocations.

2. The females from urban and rural areas were equally interested in Scientific, Commercial, Constructive and Agricultural areas, but they differed significantly in Aesthetic and Literary areas.

3. The vocational interests of urban and rural male students in Literary, Scientific, Commercial, Constructive, Aesthetic, Agricultural, Social-service, and House-hold vocations were significantly different.

4. The female students of urban and rural areas were
significantly different in their vocational interests in Literary, Constructive, Aesthetic, Agriculture, Social-Service, and House-hold vocations.

5. The urban males were more interested in Constructive and less in Agricultural courses while the rural males were more interested in Literary and less in Aesthetic.

6. Urban females were more interested in Scientific and less in Agricultural While rural females were more interested in Literary and less in Agricultural.

Passe\(^7\) worked on "Patterns of Vocational Aspirations of Higher Secondary School Adolescents in Relation to Sex and Residential Background." Sample Consisted 600 boys and girls standard IX, X and XI from rural and urban areas. Questionnaire was used as tool. Results showed that a definite hierarchy in the vocational aspirations among boys and girls existed with maximum emphasis on the vocations of doctors, teachers, engineers and professors. Vocational aspirations differed significantly with respect to the variables of sex and residential status of the students boys were found more divergent than girls, and rural residents more divergent than the urban in their outlook towards vocational aspirations.

Govindraja\(^8\), Studied the Occupational Values of 385 students of four rural and two urban schools of Midnapur district, west Bengal. He studied 15 job Values, such as, Invention or Discover, Adventure, efforts and long hours of work, Easy going, Novelty, Security, Independenec, Respons
bility, Conventional, profit, Leadership, Esteem, Self-expression, Fame, and social-Service. Students were asked to choose one job value which they considered most vital in selecting an occupation. The following inferences were drawn: Rural and urban girls differed significantly in Security, rural girl stood higher in efforts, Responsibility, Leadership, Esteem, and social Service, urban girls were higher in Invention, Adventure, Security, Self-Expression, and Fame; Urban and rural boys differed significantly in Novelty and Fame; rural boys were higher in Adventure, Responsibility, Independence, Leadership, and Easy-Going; Urban boys were higher in Invention, Novelty, Security, Profit, and Fame; the whole rural group (both boys and girls) was higher in Adventure, Responsibility, Independence, Easy-Going, Leadership and social service, and the whole urban group was higher in Invention, Novelty, Security, Profit, Self-expression, and Fame.

Grewal\(^9\) studied the educational choices and vocational preferences in relation to environmental process variable of 127 male and 26 female Urban students; and 126 male and 50 female rural students of higher secondary schools of Bhopal and Indore districts. He used vocational Environmental scale, Vocational Preference Inventory adopted from Haller and Millers Occupational Aspiration scale, Educational Vocational Plan Questionnaire and Joshi's General Mental Ability Test. The following inferences were drawn:

1. Rural and Urban students of Humanities and sciences
2. Boys differed significantly from girls in their level of vocational preferences.

3. Significant relationships were found between vocational preferences.

4. No clear cut rural Urban pattern of occupational choices was evident.

Desai carried out an investigation on *Aspiration and Value Preferences of Rural, Urban and overseas Students in Making Occupational Decisions*. The major aims were, to locate the determinants which affect the final occupational choice, to examine empirically the links between the individuals in their occupational choices, and to judge, whether the final occupational choice was based upon the individuals occupational utility functions, that is, his preference system given the total resource endowment at any given time. He selected the random sample of 150 from a group of 250 consisting of equal number of rural, Urban and overseas students of Arts, Commerce, and Engineering faculties of Sardar Patel University, Gujrat. He found:

1. medical, Engineering, Accountancy, teaching and clerical professions mostly liked, rural students preferred Teaching and Clerical; Overseas students preferred medical, engineering and accountancy; and Urban students showed preference, almost, equal for all the five.
2. Twelve factors were considered, in varying degrees, affecting the occupational choices by the three groups, such as, security, Independence, Power, Esteem, Fame, Justice, Easy Work, Profit, Interest, Leadership, Social-Service, and Dependency.

3. Students exhibited their preferences for the occupations which would Maximise their total satisfaction or Utility at any given level of total resource endowment situation.

4. The educational, occupational and residential identities of parents and the interactions between individuals of different socio-economic, cultural and residential backgrounds and important bearing on occupational decision making.

Patel, worked on "A Critical study of Recreational, Sociocultural, Intellectual and Occupational Interests of High School Pupils." The two major aims were; to study various types of interests, and to find out differences in interests due to differences in age, sex, and cultural areas. The sample of 3963 students was drawn from IX, X and XI Classes from nine districts of Gujrat. They belonged to 12 cultural regions. The findings with regard to occupational interests; only, were the following; Engineering and Medical Professions were liked the most and clerical the least. The differences on the basis of age, sex and locality were significant in some cases.

Kaushik conducted 'An Investigation into the Factors Influencing the vocational Preference of boys at the
Intermediate stage of the College in Agra.' Sample consisted of 1024 students of Xth class of Intermediate Colleges in Agra City. Questionnaire technique was employed to get the required in formations. In his findings he found that the majority of the boys on the whole showed their liking for the professions such as medicine law, teaching and business. No significant relationship was found between the vocational preferences of the boys and their scholastic achievement and socio-economic status.

Sharma\textsuperscript{13} investigated into the role of socio-economic status in the selection of courses of study and choices for occupations. He found parents, brothers, relatives and friends the main agents in the development of curricular choices. Science was offered mostly by the students of high and middle socio-economic status, engineering teaching, military, and police were mostly preferred. About 25\% students expressed dissatisfaction with their curricular choices. Middle class students in socioeconomic status were more ambitious.

Devi and Basavanne\textsuperscript{14} studied the interests of college women in relation to their intelligence and socio-economic status. They worked on 100 postgraduate and 150 graduate students. They used Thurstone interest schedule, and Army General classification Test along with socio-economic scale. The interests of high intellectuals were in Physical and Biological Sciences; and of low intellectuals were in Linguistics, Persuasive, Humanitarian, Artistic, and Musical fields. Students belonging to educated parents preferred Physical and Biological Sciences, and Linguistic fields.
Jhaj and Grewal\textsuperscript{15} carried out an investigation on 'Occupational Aspiration and Socio-Economic Status of Advantaged and Disadvantaged children'. Sample comprised of 300 high school students. The Socio-Economic scale and levels of occupational Aspiration-Scale were administered to the subjects. It was found that the level of occupational aspiration exists in a hierarchical order which corresponds with level of Socio-economic status of the three groups. A comparison was made with the patterns of Occupational aspirations of the high school Adivasi and scheduled caste children, which revealed the socio-economic status and the occupational aspiration of the Adivasi subgroup was the lowest.

Rezler\textsuperscript{16} investigated the vocational choices patterns and the determinants of vocational choices of 474 male and 262 female students of IX, X and XI Classes of Hindi and Bengali medium schools. Occupational Preference Scale was used and the following inferences were drawn: Teaching was preferred by many, girls were undecided, parents had high aspirations, parent's influence was much in choices and boys revealed less correspondence to the national distribution of job opportunities.

Veeraraghavan\textsuperscript{17} studied 'The Effect of Schooling on Educational Achievement and Vocational plans of students.' Sample consisted 100 students from five different types of Schools of Delhi who had appeared for their higher secondary examination. The results showed that the type of schooling a
student had, significantly influenced his choice of subjects at the under graduate classes and his works in the school leaving examination as well as vocational plans. Better the school, better the performance, higher the vocational ambitions and more ambitions of subjects like medicine, engineering etc.

Kathuria and Sinha\textsuperscript{18} determined the relationship between vocational maturity, aspirations, and Prestige among 70 women students of residential women colleges. They used NORTH-HATT-SCALE (1963) revision for vocational prestige, Haller occupational Aspiration scale, and Indian adaption of the Vocational Preference Inventory (Hollend-126) for vocational maturity. They found: Science group significantly higher on aspiration scale and prestige than Arts group; no significant difference between the vocational maturity of first year and third year students and between Arts and Science groups.

Singh\textsuperscript{19} worked on "The Vocational Planning by the University Students" 184 students of Humanities and 92 of Science Ludhiana, constituted the sample. The Interview technique, 't'-test and co.efficent of variation were used for informations and analysis of data. Results showed that a significant majority of students opted for two out of twelve vocations i-e. University teaching, I.A.S. and P.C.S. According to weight scores on Preference order of choice of vocation. I.A.S. and P.C.S. got first rank and the University teaching the second. In case humanities group, the preference is for executive jobs and University teaching. The pattern of
choice for both the groups is not the same. Although in both the groups the choice of vocations fluctuates, it is more consistent in the Science group. Educational planning for career seen very poor, as under the prevailing conditions in India, absorption of such a high ratio of students in the executive and University teaching positions is not possible. The general non-vocational liberal education has however one merit viz, enlargement of mind and vision which cannot be acquired by vocational training. But the only thing that can be done is that the rush of students should be minimised by directing students towards job oriented or work experience based education. It will enable the students to earn livelihood and be involved in gainful employment. At the same time, it will provide the foundation for general education, on which specialization has to be built-up.

Nankar\textsuperscript{20} made an intensive study of 'Vocational Expectations of junior college students' (III students of Arts, Science and Commerce college), Shrirampur. Questionnaire was used. The following inferences were drawn: Many students were clerical minded. They had no high ambitions. They had not specific Vocational plans. They were not doing the proper preparation for their vocations. Their vocational fields were very limited. They were not knowing the nature of work, the name of the posts, the scales and other benefits. The majority of the students simply wished to enter into any job. About 85% of commerce students wished to do the service either in the Government office or in the bank. The Science students were having better, clear and definite vocational expectations then
the Arts and commerce students. In case of Art students they did not have the specific vocational goals.

Sinha and Panda studied the occupational choices of college students. Sample consisted 200 male and 100 female (100 undergraduate male+100 post-graduate male, 50 female undetgraduate + 50 post graduate) students were selected from the faculty of Arts, Patna University. A personal data-form and a checklist of 27 occupations were used. Findings showed that (i)'administrative' was the most preferred occupation of the males. For the females the most preferred occupation was education and teaching.(2) The most preferred occupations of the male students in order were (i) administrative (ii) education and teaching (iii) Foreign Service and (iv) Social welfare. The first four most preferred occupations of the female students were (i) education and teaching (ii) social welfare (iii) arts and (iv) administrative. (3) males were not given any choice to the following occupations, advertising and publicity, clerical and stenography, municipal and local bodies and persons. Similarly the females did not indicate any choice for agriculture, defence service, excise and custom, politics and supply and licence. (4) The first four most preferred occupations of the under graduate male students in order were (i) Foreign education and teaching (ii) administrative (iii) Foreign service and (iv) Social welfare. Similarly for the post graduate male students, the first four most preferred occupations in order were (i) administrative (ii) education and teaching (iii) Foreign service (iv) Social welfare. (5) It was also apparent that out of 27 occupations
the male post graduate students gave the first preference to only 11 of them and the male undergraduate students to 16.

(6) The first four most preferred occupations for both the undergraduate and post graduate female students in order were (i) education and teaching (ii) social welfare (iii) arts and (iv) administration. Thus in the case of female students, difference in the level of education seems to produce little or no effect in their choice of occupations.

Rao\(^{22}\), investigated into the vocational preferences and reasons for vocational preferences of 250 male students of X, XI and XII classes. He used his own questionnaire for vocational preferences and the reasons. He found senior students more in favour of the professions of Medicine, Engineering, College Teaching, and the like. The disliked professions were of a peon, attendant, conductor, postman, politician, Clerk and mechanic. The reasons for preferences were advancement, interest, prestige, security, money, leisure, comfort and easy job.

Sahoo\(^{23}\) investigated the vocation preference of secondary school pupils. Sample consisted 400 student of 12 high schools in Cuttak district in Orissa. A questionnaire was used for collection data. Mean, S.D. and t-ratio were employed to analysis the data. Results showed that (i) in order of preference the vocations were ranked as Agriculture, Electronics, Electrical, Home Science, Fishery, Dairy, Farming Nursing, Music, Mechnicals etc. (2) Significant difference were found among (i) middle and lower income group students
and vocations like Agriculture, Fishery, Carpentry, Dairy Farming etc. (ii) Higher and lower income group students on vocations like Agriculture, Carpentry, Stenography and typing etc. and (iii) Higher and middle income group students on Agriculture, Carpentry and Dairy, Farming.

Sahoo\textsuperscript{24}, carried out an investigation on vocational preferences of tenth grade boys and girls. 400 students (340 boys and 60 girls) studying in X class of 12 high schools constituted the sample. These 12 schools were selected randomly, out of 498 high schools of Cuttack district, Orissa. A questionnaire, prepared by the investigator was administered to the sample for measuring vocational preferences in twenty different vocations, with the respect to the availability of vocational opportunities in the district. The mean scores for every vocation was calculated and arranged in order of preference for boys and girls separately. For studying the sex difference in vocational preference, 't' test was applied for every vocation under study. Findings (i) Most preferred vocations for both the sexes are Agriculture, Electronics, Home Science, Fishery, Dairy, Farming, Nursing and Music. (ii) In comparison to girls, boys showed more preferences for Mechanical, Electrical and stenography jobs, while girls showed more preferences in the areas of Home Science, Spinning and Weaving, Nursing etc. than boys.

Mitra, Mukherjee and Sukla\textsuperscript{25} conducted a research on the occupational aspiration and expectation of high school students in rural West Bengal. The sample for this study consisted of 53 boys of class X and 53 girls of class X of two
rural schools of West-Bengal. A questionnaire developed by Foster was adopted for collection the data. The results showed that boys in large number aspire for Medical and Technical profession but their expectation falls far short of their aspiration. Girls, on the other hand, mostly aspire for Medical and University teaching professions, but their expectations also drop down. On the whole the majority of boys expect clerical profession and majority of girls expect primary school teaching careers.

Bhojak and Mehta investigated the vocational interest of 120 male and 120 female students of seven higher secondary schools of Jodhpur. The students belonged to Arts and Science courses. Vocational preference Record of Bureau of Psychology, Allahabad was used. It measures preferences of 10 areas, outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social service and clerical. They found high preferences of all groups in Social service, Scientific, Computational, and the Literary, and the mean differences between male and female students significant in Musical, Artistic and Mechanical areas.

Baria\textsuperscript{27} investigated into the vocational aspirations of the 150 students of Maler Kotla city in Punjab. He used a questionnaire, JPI, and EPI. The findings were the following: (i) the students aspired for prestigious occupations, such as, Medical, Teaching, Defence, Engineering, and other choices were for clerical and Agriculture.
Pestonjee, Akhtar and choudhary\textsuperscript{28} investigated into the occupational values of 979 male and female students of undergraduate and post-graduate classes of Arts and Science faculties of Banaras Hindu University and Aligarh Muslim University. They used the Job Value Card by centers and found low values indicating high preferences; male students high in Social Service, Fame and Security; male under graduate low in self-expression, power, leadership and self-expression; and female under-graduates high in social Service, Security, and Interests.

Riccio\textsuperscript{29} compared the occupational aspirations of migrants and non-migrant youth (migrants from Appalachia to a northern city with a group of students nature to that city). Appalachia is a backward mountain area in the U.S.A. He found no differences between these two groups. 'The migrants in this study did not differ significantly in terms of occupational aspirations, role models, or cultural conformity from other non-appalachian lower middle class youth.'

STUDIES CONDUCTED ON ACHIEVEMENT-CONCEPT:

A number of investigators such as Woodman\textsuperscript{30}, Wilson and Marrow\textsuperscript{31}, Passow and Goldberg\textsuperscript{32}, Bending\textsuperscript{4} and Hughes\textsuperscript{33}, Barrett\textsuperscript{34} and Baracheni\textsuperscript{35} have conducted studies to find out the attitudinal concomitants of scholastic achievement. It has generally found that positive attitudes towards school and college, subjects of study, teachers, etc. are associated with high academic achievements. Rao\textsuperscript{36} studied the relationship of intelligence, study habits and attitudes toward school which
was found to be 81. Himmelweit and Summerfield\textsuperscript{37} reported differences in attitudes toward future occupations of acheivers and non-acheivers.

Roth\textsuperscript{38} found that the self-concept was not only related to achievement, but the individuals had a 'definite investment to perform.'

Reeder\textsuperscript{39}, reported that children achieve lower in terms of their potential if they have low self-concept. Stainley's data indicated that a low self-concept is associated with high achievement when achievement need is present. Divine\textsuperscript{41} reported that all correlations between self-esteem and measures of reading achievement were positive and high significant.

Bhatnagar\textsuperscript{42} conducted a study to describe the self-concept of bright acheivers and non-acheivers on the basis of self-concept items, which differenciate that negative self-concept characterises low achievement and positive self-concept adequate achievement.

Trafton\textsuperscript{43} has analysed the relationship between self-concept and academic achievement in grade one to eight (I to VIII). The inferences revealed that academic achievement appears to be causally predominant over both globel and academic self-concept.

Many investigators such as Vasanatha\textsuperscript{44}, Nason\textsuperscript{45}, Brookover\textsuperscript{46} Shaw, Edson and Bell\textsuperscript{47}, Kurtz and Swenson\textsuperscript{48}, found
a positive relationship between self-concept and achievement of secondary school students. It is found that high achievers in schools possess a feeling of adequacy. In their studies, some investigators have found relatively low correlations self-concept and achievement, other have found fairly high correlations, than correlations between aptitude test scores and academic achievement.

Greenberg, Gerover, Chall and Davidson\textsuperscript{49} worked on Attitudes of Children from a Deprived environment Towards Achievement-Related concepts." Subjects were 115 forth grade Negro children from one public school in a severely depressed Urban Area in Newyork. A semantic differential instrument was developed using Osgood's technique. The finding indicated that this group of Negro children from a deprived environment expressed generally-favourable attitudes, particularly towards import authority figures. Their ratings on evaluative scales of semantic differential were some what higher than their potency scale ratings. In most intances, the poor achievers assigned more positive ratings than the better achivers, producing significant achievement difference in the ratings of 'Mother' and 'School' on the evaluative scales and 'Mother' on the potency scales. The only unfavourable concept "Dumbchild" evoked chiefly negative responses on the potency scales. There was significant achievement difference with the good achivers assigned the most strong negative ratings. There was also a significant interaction effect for the potency ratings of 'Reading' where the poor achieving boys assigned the most favourable ratings.
Walker made a study on Values and found that the students of high scholastic achievement expressed higher traditional values than those of low scholastic achievement. Cole and Miller conducted a study on male and female college students and found that academic achievement is significantly related to the values of students.

Cattle, Sealey and Sweney made a study on the basis of which they generalized that value patterns operated strongly in the interaction of pupils and teachers and hence it was quite reasonable to think that pupils patterns of values were related to the level of Pupils school learning.

Poulone worked on "Scholastic Achievement of Pre-University Students in Relation to their Interest and Aspiration." Sample consisted of 250 per-university boys and girls drawn from Six Junior colleges of Bangalore. Educational and vocational scale, R.S.S.B., Interest Inventory, Kuppuswamy's S.E.S. Scale and the marks obtained by the students in the final preparatory examination were employed for collection of information. Mean and S.D. were used to analyse data, Results showed that there was no Sex and S.E.S. difference in the achievement. Educational and vocational aspirations were found to affect the achievement-higher aspirations lead to better achievement.

Manav worked on "Attitudes, Self-Concept Values and Achievement of College students." Sample consisted 890 students of ten institutions-116 male students of engineering (B.E.) of Roorkee University, 100 final year male students of medicine (M.B.B.S.) of L.L.R.M. college, Meerut University, 151 students
of teacher training (B.Ed.) and 523 final year male students
(B.A. B.Sc.) of the affiliated colleges of Meerut University.
The results revealed that (1) None of the self-concept variable
has been found significantly related to the academic
achievement of professional and non-professional college
students, (2) None of the attitude variables under
consideration was found to be significantly related to the
student's academic achievement. (3) None of the Six values
measured in this study has significant relationship with
students.

Wegner conducted a study to measure students attitudes
towards school, to include five variables of the general school
environment; (i) Attitude towards school. (ii) Attitude
towards education; (iii) Attitude towards peers. (iv) Attitude
towards subjects. (v) Attitude towards teachers. The analysis of
study attitude by grade level indicated a significant
difference in all five sub scale areas.

It is indicated from the review of literature that
environmental structure of educational institutions. Subject
matter, socio-economic and educational factors may affect the
growth and development of achievement concept and vocational
aspirations of the students-But the research findings are not
conclusive. Most of these studies are conducted at different
levels (Boys and girls, male and female, Urban and rural,Tribal
and non-Tribal, White and Negro and a very few at caste level.
The researcher could not decipher any single study of worth on
The relationship between achievement concept and vocational aspirations of matched scheduled and non scheduled casts students.

Perhaps, In India, no study has so far been conducted to relate the achievement concept and Vocational aspirations of matched scheduled and non scheduled caste students. In the present study, the researcher, there fore, has made an attempt to analyse the relationship between achievement concept and Vocational aspiration of matched, scheduled and non scheduled caste students.
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