CHAPTER – I

INTRODUCTION

“It is better to be unborn than to be untaught”.

According to National Policy of Education (1986), “In our national perception education is essential for all. This is fundamental to our all round development, material and spiritual”.

National Policy of Education (1986) advocated a systematic well planned programme of vocational education intended to prepare students for identified occupations in a distinct manner. It envisaged that vocational courses would ordinarily be provided at the senior secondary (+2) stage, but flexibility was provided to start vocational courses after class VIII. It set a target to cover ten percent of senior secondary students under vocational courses by 1990 and twenty five percent by 1995. A substantially funded centrally sponsored scheme for vocationalization of secondary education was started from February 1988, 12543 vocational sections were approved in 4400 schools at the end of 1991-92, thereby creating facilities for diversion of about 6.27 lakh students at the +2 stage (25 percent per vocational course in class XI and XII). This accounts for 9.3% of students enrolled at the +2 stage. Vocationalization of education has been identified as a priority area in the Eighth Five Year Plan.
Programme of Action (1992) – Revised Policy of Formulations – retained the policy framework laid by NPE 1986 but for two modifications as under:

I) The target for coverage under vocational courses has been revised as ten percent of the senior secondary students by 1995 and twenty five percent by 2000 AD.

II) It envisaged children at the senior secondary level (+2) being imparted generic vocational courses which cut across several occupational areas which are not occupation specific, thereby adopting an important recommendation of NPERC (National Policy on Education Reconstructed).

Programme of Action (1992) mentioned the scheme of vocationalization of secondary education at +2 level that started in 1987-88 to be taken up for implementation in twenty four states and four union territories. NCERT, however, undertook appraisal of the implementation of the programme in seven states in 1990.

According to Eighth Five Year Plan on Education (1992-1997), the expansion of secondary schools would be regulated and new schools on selection basis, particularly to cater to the needs of deprived section like girls, SC/ST’s and for rural areas in general would be opened. Quality improvement and the raising of internal efficiency of the existing (10+2) system would be emphasised.
By the end of Eighth Five Year Plan, it was proposed to create facilities for diversion of vocational courses for an additional 2.62 lakh children at +2 level.

It further recommends that vocational courses which have already been started would be consolidated. Special attention will be given to paramedical vocational courses to meet the need of health manpower in the Eighth Plan. In the vocational education, the target is to cover 15-20% students.

Education is the basic tool for the development and reconstitution of a human being. It helps an individual to realise all his inherent qualities and develop his entire personality.

Through all round development of a person, the nation also achieves all round development. Education is the greatest asset of national and international integration because knowledge is the essence of understanding each other, irrespective of religion, community or language. Thus, education plays a vital role in the development process of mankind. Investment in education ultimately promotes development. Education has always been accorded a respectful position in our society. The development of education during the post-independence period has been conditioned by the national goals and aspirations as enshrined in our constitution. Since Independence the country has made substantial progress in the field of education.

Education is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The coming century, dominated by
globalization, also means that education will have to adapt itself to considerable economic, social and cultural changes resulting in inevitable tension between tradition and modernity, competition and equality of opportunity, spiritual aspirations and material reality, local interests and global considerations, the unlimited expansion of knowledge and the limited capacity of human being to assimilate it. (UNESCO, 1960).

Ross and Ross (1957) declare that a well chosen vocation spells out not only efficiency but also happiness.

Jones (1958) views that although the life goal is the centre of all activities and lends meaning to life, a satisfying and a successful life is dependent on the wise choice of an occupation. A wise choice of the occupation, in turn, means happiness and prosperity.

According to Deighton (1971), the term vocation might best be reserved for the occupations chosen and engaged in for a substantial period of time because it is appropriate to the individual's abilities, interests, values and desires.

London (1973) mentions vocation as its current usage refers to the type of work one does or the occupation one pursues in earning one's livelihood.

Shivarudrappa (1988) views that in Punjab, present vocational education scheme was implemented in 1975, but not as a separate vocational system as envisaged in the national concept of vocationalization of higher secondary stage. It was decided that in the transitional period, students taking vocational subjects in the selected schools may join the main academic stream.
at the university level or set themselves up in their field of vocation or to go in for further vocational training. This programme during 1975-76, was introduced in 100 middle schools/middle departments of high/higher secondary schools, at elementary stage and 50 higher secondary schools at secondary stage. In 1980-81, another 100 high schools were brought under the scheme and 100 more high schools have been covered under this scheme in 1982-83.

Muthiah (1988) defines the standard of education in terms of integrated personality development. Self-esteem is an important aspect of personality, a determinant of behavior and as such it leads the persons to behave in accordance with their own view of themselves.

Rao (1997) mentions that on the eve of the twenty first century, intense thought and discussion are being devoted to the future of human society. Great demands are consequently being made on education, whose contribution to human progress is so vital. Education is one of the most powerful tools with which to shape the future. What is education doing today to prepare the active citizens of tomorrow?

It would be necessary to bring about a planned expansion of secondary education, facilities all over the country in order to cope with new demands for secondary education. It is necessary to recognise the Boards of secondary education and vest them with autonomy so that their ability to provide academic inputs to secondary education is enhanced. The existing vocational stream at the +2 level may be suitably strengthened and whenever possible,
the vocational courses may be started from class IX also. Generic vocational courses may be tried out in about 10 percent of the schools (Aggarwal, 1997).

The Government of India has realized the importance of career education and introduced the 10+2+3 system in National Policy of Education, 1986. The first stage covers ten years of schooling for all. It contains core - curriculum, general education with emphasis on science and mathematics with the addition of new subjects like work-experience, physical education and aesthetic values.

At the +2 stage or the senior secondary stage there is a diversification of academic and vocational streams.

The students opting for academic stream have to make decision regarding the pursuance of higher studies in the field of arts, science or commerce. This depends on the choice of the students and also on the facilities available.

The introduction of vocational stream at +2 stage, rests on the truth that while general education cannot produce jobs, vocational education make it more likely for an individual to get a job or to be his own master by either starting new productive activity or a service which may satisfy a felt need of the community.

It is also a meaningful terminal stage for those who do not go beyond the plus two stage and like to get gainfully employed. Thus, vocational stream at plus two stage aims to divert large number of students to the world of work by attracting them to need based, region specific vocational courses. These
courses are terminal in nature with the provision for vertical mobility through appropriately designed bridge courses.

Although educational and vocational decisions are made by an individual, they are greatly influenced by number of factors related to society, family and peers as it is not possible for the investigator to cover all, the present research in an attempt to study the Psychological (achievement motivation, self-esteem) and environmental (family environment) factors which influence the academic and vocational stream.

**What is Vocational?**

BOWMAN (1988) writes that word 'vocational' has acquired a variety of meanings. Most misleading is the tendency to treat as 'vocationally' irrelevant any education or training that is not specialized to particular sort of work; what is usually labelled 'general' education is an essential part of preparation for any vocation. 'Vocationally specialized' or simply 'specialized' training will be used to distinguish between such specialization and the general components of vocational preparation.

**Vocational Education**

As for the importance of vocational education, the Indian Education Commission (1964-66) pointed out: “Another programme which can bring education into close relationship with productivity is to give a vocational bias to secondary education and to increase the emphasis on education and technological education at the university stage......”
Vocational education is an integral part of the public education system, which is decentralized and governed by policies formulated at federal state and local levels. Vocational education is not a single, uniform system with identical programs, operating throughout the country, but rather a collection of uniquely different state systems, each responding to a diversity of state and local community needs. Yet there are many common threads of purpose, organizations, methods and instructional content that reflect relative degree of uniformity, cohesiveness and shared goals.

Vocational education is offered in a variety of setting, even though historically the single largest provider has been the Public Secondary Education System. There are numerous other institutions that provide specific job training in various occupational fields and even though these institutions do not receive funding, they are still considered to be an important part of the “loosely coupled” vocational education system that exists today.

Recommendations of various Committees and Commissions on Vocational Education

Wood’s Despatch (1854) was the origin of a vocational education. Hunter commission (1882) recommended that the curriculum of the secondary education should be split up into A and B curriculums. Curriculum A to have subjects that were to be useful for higher studies and curriculum B to have vocational, occupational and practical subjects.
The Hartog Committee (1929) recommended that more boys should be diverted to industrial and commercial career at the end of the middle stage. Provision should be made for alternate courses in that stage, preparatory to special instruction in technical and industrial schools.

The Sapru Committee (1934) recommended diversified courses at the secondary stage, preparing students for university education and providing vocational education.

The Abot and Wood Report (1937) recommended that the nature of vocational education should be determined by the prevailing circumstances in the multi-farious needs of the locality. They observed that the technical education should keep pace with industrial development of the country in order to check all possibilities of unemployment. The committee also recommended the establishment in each province of Advisory council for vocational education. Establishment of agricultural and polytechnic schools and Vocational training College at Delhi was also recommended.

The Sargent Report (1944) recommended that the high schools will be divided into two classes:

(i) Academic high schools
(ii) Technical high schools.

In the later schools, vocational and commercial subjects will be taught. Provisions should be made for technical, commercial and arts education for full time and part time students.
The Secondary Education Commission (1952-53) suggested ways and means of reform and reconstruction of Secondary Education in the country. It recommended that Technical schools in industrial areas and agricultural schools in rural areas should be set up. In the opinion of commission the diversified courses should begin in the second year of the high school or the higher secondary school stage. The views of the committee on Educational integration was in favour of having two stages of education—(a) the high school stage of general education without much specialisation (b) the higher secondary stage with provision for specialisation. The higher secondary stage should include vocational and semi vocational courses in which the students can specialise on the experience gained at the high school. Specialisation in academic and vocational subjects will be more practical in the two year period.

Vocational Education Act (Perkins Act) (1963) Federal legislation was designed to:

a) extend present programs and develop new programs of vocational education.

b) encourage research and experimentation.

c) provide work study programs to enable youth to continue vocational education.

The Indian Education Commission (1964-66) recommended:

1) A broadly uniform pattern of education.

2) Extension in the total period of schooling to bring about a general rise in the standards of attainment.
3) Vocationalisation of education.

Naik-Member secretary of the Education Commission (1964-66) concluded that its proposals for vocationalisation at the secondary stage are not at all connected with the adoption of the new (10+2+3) pattern. Education Commission visualized the provision of vocational courses as an elective group of 1 to 3 years duration for those who had completed the elementary stage of education. The entire discussion of the programme of vocationalisation at the secondary education was being carried on as if it was equal to the two year courses of full-time vocational education that can be provided only outside the higher secondary schools.

The Conference of Education Secretaries and Directors of Public Instruction (1972) passed the resolution that uniform pattern of school and college (10+2+3) should be adopted. The scheme of vocationalisation of education as well as work experience deserves the highest priority in the plan and should be assisted fully.

The International Commission on Education and Development (1972) critically assessed the educational situation that is “looking at the world as a whole, to try to discern common features. Many of which can only be accounted for in terms of the past, like the new trends which seem to be emerging in most countries and systems...” Rigid distinction between different types of teaching general, scientific, technical and professional must be dropped and education at primary and secondary level must become theoretical, technological, practical and mental at the same time. Professional
and technical training colleges must be developed in conjunction with the secondary education system. The instruction they give must be followed by practical training at place of work, all of which must above all, be completed by recurrent education and vocational courses.

Patel (1977), Head of Committee recommended that socially useful productive work must find a central place in the school curriculum. This should be given the status of a full-fledged subject for the award of certificates at the end of class X.

Adiseshiah Review Committee (1977-78) submitted report which was entitled as ‘Learning to Do’ – towards a learning and working society. The major recommendations of the National Review Committee may be listed as under:

1. Work based learning: Learning must be based on work either through what the Patel Committee calls socially useful productive work or through vocational courses.

2. Vocationalised courses: Vocational courses should be in agricultural and related rural occupational areas and in managerial, industrial and engineering occupations. There should be flexible streaming of courses.

The higher secondary stage should consist of both general educational spectrum and vocationalised spectrum. The committee recommended for the setting up of National Council of Vocational Education and all agencies such as the Indian Council of Agricultural Research, All India Council for Technical Education and all agencies such as the Indian Council of Agricultural Research, All India Council for Technical
Education, the Nursing Council, the Dental Council etc. should be members of this apex body.

Under the Sixth Five Year Plan it was proposed to regulate enrolment in the general academic stream of higher secondary education and higher education and to shift the emphasis to vocationalisation at the secondary stage.

According to National Policy of Education (1986) vocational courses are not confined to +2 stage (i.e. classes XI and XII) only. Depending on the interest of the pupils, such courses can and should be made available even after class V (along with middle level scholastic course) or after Class VII or even after class XII of academic stream, for those who would not pursue higher education. Vocational courses are not limited to engineering and technical vocations but include courses in agricultural vocations, business and commerce related vocations, health and paramedical sciences, home science-linked vocations, travel and tourism etc. These courses are identified in response to felt training needs on the basis of socio-economic surveys and would respond to self-employment and service sector needs of the community. If vocationalisation is to be pursued vigorously, one of the first requirement will be the provision of an adequate number of teachers. If 40% of the students passing tenth grade were to go into vocationalisation, India will need thousands of teachers and hundreds of institutions for training teachers in the pedagogy of vocational education.
Common perceptions of NPE (1986) are:

1. Vocationalization of secondary education is crucial for educational reorganisation and national development;
2. The importance of the relationship between education and work which implies empowering people for work;
3. The significance for work experience;
4. The need for non-formal vocational courses for non-literate, school drop-outs, working persons and unemployed or partially employed persons with special attention to women.

Major differences are:

1. NPE envisaged vocational education to be a distinct stream, intended to prepare students of identified occupations. The NPERC, on the other hand, felt that the dichotomy between academic and vocational stream was not desirable and that a core component of vocationalization should be part of the curriculum for all students at the secondary stage.
2. According to NPE (1986) vocational courses would ordinarily be provided at the +2 stage. However, pre-vocational courses may be made available after class VIII to keep the scheme flexible. However, the NPERC was against fragmenting the secondary stage into lower secondary and higher secondary for introduction of vocational courses. The NPERC view would imply a switching over to 8+4 pattern of education instead of the present 10+2 pattern would not be irrelevant
that had suggested vocational requirements at secondary stage-one entering the university, of the other to vocational.

NPE (1986) recommended the following:

i) The existing vocational stream at the +2 level may be suitably strengthened and wherever possible, the vocational courses may be started from class IX also.

ii) Generic vocational courses may be introduced on selective basis; to begin with, generic vocational courses may be tried out in about ten percent of the schools.

iii) The Work Experience program may be systematically implemented by allocating 12.5 percent to 20 percent of the school time for these activities; the activities should have a practical orientation in relation to various subjects under this programme. The vocational “Core” would find place at the secondary and higher secondary stages; work Experience/SUPW would relate to elementary education.

iv) The other recommendations relating to implementation may be taken note of while revising POA.

v) Greater rigour should be brought to bear on the planning and implementation of the scheme.

Programme of Action (1992)- Revised Policy of formulations – retained the policy framework laid by the NPE 1986 but for two modifications as under:
i) The target for coverage under vocational courses has been revised as ten percent of the senior secondary students by 1995 and 25 percent by 2000 AD.

ii) It envisaged children at the senior secondary level (+2) in vocational courses to cut across several occupational areas not being occupation specific, has been an important recommendation of NPERC.

Programme of Action (1992) mentioned, the scheme of vocationalization of secondary education at the +2 level that started in 1987-88 to be taken up for implementation in twenty four states and four union territories. NCERT, however, undertook appraisal of the implementation of the programme in seven states in 1990.

According to Eighth Five Year plan on Education (1992-1997), the expansion of secondary schools would be regulated and new schools be opened on selection basis, particularly to cater to the needs of deprived section like girls, SCs/STs and rural areas in general. Quality improvement and the raising of the internal efficiency of the existing (10+2) system would be emphasised.

Vocational education courses which have already been started would be consolidated, special attention will be given to paramedical vocational courses to meet the need of health manpower in eighth plan. In the vocational education, the target is to cover 15-20% students of higher secondary stage by the end of eighth plan and it was proposed to create facilities for diversion of vocational courses for an additional 2.62 lakh children at plus two level.
According to India 2000, education from 1950-51 to 1998-99 has been as under:

i) Primary Education Institutions increased from 2.09 lakh to 6.88 lakh.

ii) Percentage of girls at secondary level increased from 13.3% to 37.1%.

iii) Secondary level institutions increased from 7,416 to 1.10 lakh.

iv) Girls enrolment increased from two lakh to 101 lakh.

v) Dropout rate at secondary level was 69% in 1997-98.

vi) Enrolment increased from 15 lakh to 272 lakh.

vii) The number of teachers increased from 12.7 lakh to 154.2 lakh.

viii) The teacher pupil ratio increased from 1:21 to 1:32.

ix) Till the year 1996-97, 697 teacher training institutions were opened with enrolment of 1.16 lakh trainees.

x) As on Dec’98, 857 Kendriya Vidyalayas and 400 Navodaya Vidyalayas have been set up in the country.

xi) Provisions of Rs.759.18 crore has been made for the Ninth Plan period and of Rs.122.18 crore for the current financial year i.e. 2000.

Vocational education is education for work—any kind of work which the individual finds congenial and for which society has a need.

Vocational education means getting people ready and keeping them ready for types of service we need. (Smith, 1927).

United States Office of Education (1937) mentions that Vocational education has reference to training for useful employment in trade and industrial, technical and other pursuits of less than college trade.
Struck (1947) referred Vocational education to the experiences that enable one to carry on successfully a socially useful occupation.

American Vocational Association (1954) has defined Vocational education as education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation needed by workers to enter and make progress in employment on a useful and productive basis.

According to Good (1959) Vocation is pertaining to vocation or occupation and vocational technical education is the training below college grade intended to prepare the student to earn a living in an occupation in which success is dependent largely upon technical information and an understanding of the laws of science and technology as applied to modern design, production, distribution and service.

Vocational education is a programme of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers (Good, 1981).

Hawes and Hawes (1982) defined Vocational Education as programs in secondary and post secondary education designed to prepare the learner for employment in a specific occupation or industry by course work in field like agricultural education, automotive education or beauty culture education which may be offered part time as supplementary to required secondary school courses.

Pracharopoulous (1987) mentioned what is taught in school-the curriculum is the result of a complex process involving a variety of factors. At
the compulsory schooling level, it mostly reflects a social (paternalistic and national) consensus on the subject matter every child should master. At the post compulsory levels, such consensus is diluted by what students and their families want to be taught and the nature of skills in demand by the employers. The private choice element as a determinant of curriculum becomes stronger in post-compulsory education and in non-state supported institutions.

Traditionally, the subject matter has been determined by educators who, taking social or private values into account, laying out the syllabi and number of periods each subject should be taught. Economic considerations are rarely mentioned in the curriculum literature. Once politicians and educators are persuaded that a given curriculum option should be taught in school, curriculum reform is mandated. However, whether it eventually has its intended effect, is also a function of elementary economics.

It can be concluded that by necessity economic considerations will be increasingly incorporated into policy decision on the curriculum content.

Need for Vocational Education

A defensible program of vocational education should recognize the needs that arise within the individual as he grows, develops and matures; but at the same time it should serve the needs of society which the individual is a member. These needs are not in conflict, especially in a democratic society. They are reciprocal in nature, and therefore inseparable. Personal needs are,
to a large extent, the result of social demands, and social demands are outgrowth of an accumulation of personal needs.

Most people in a democracy believe it is every individual's right to reach the limits of his capabilities. In democracy, we do not separate our work from our culture. Working is regarded as desirable activity for all able-bodied individuals and necessary ingredient of good citizenship.

Keller (1948) defines a number of conceptions of work, reviews the history of work, shows the relationship of work to democracy and then points out that there are many needs of the individual, in addition to the need for money which every person in a democracy hopes to have satisfied through his work. Included among these are the satisfactions, which come from a job well done, the desire for mastery of others, status with one's peers and a desire to create.

The National Manpower Council (1954-55) has done a number of studies and has released several reports which should serve to advise the nation on ways in which individual abilities can best be developed and utilized for the well being of the country and the individuals themselves.

**Purpose of Vocational Education**

Recognizing that the central objective of vocational education is to train each person to perform useful work efficiently, let us see what this aim means in terms of various categories. (Struck, 1947).
1. **Agricultural education**: Agricultural education is to fit the students for effective employment in agriculture and achieving suitable objectives for each agricultural course.

2. **Trade and industrial education**: Although the underlying purpose of trade and industrial education, has not changed fundamentally since 1917, the extensive, far reaching effects brought on by changes in foreign relations and by our participation in the world wide conflict have necessarily produced extensive modifications in the kinds of trade and industrial education.

3. **Home Economics education**: The controlling purpose of vocational home economics education is to fit individuals for the responsibilities of home making. With the development of emergency conditions national in scope, home and family living has taken on added import. Changed economic and social conditions have brought new demands in home making education.

4. **Business Education**: It is closely related to commercial education. Distributive education is part of vocational business education. Distributive occupations are those pursued by workers directly engaged in merchandising activities. The controlling purpose of distributive education is to increase the occupational skill and knowledge of workers in the distributive occupations in which they are engaged.

5. **Vocational-technical training**: Vocational technical training refers to vocational education of less than college grade, the purpose of which
is to prepare for wage earning employment in occupations of a technical or scientific character.

6. **Training for public services**: With the increase in the tempo of national activity centered upon vital ends, however, the need for special vocational training for men and women in public services like firemen, policemen, constables, district attorneys, accountants, tax collectors, inspectors, water works operators, highway workers etc. is being recognized.

**Principles of Vocational Education**

There are some principles to be observed regarding the programme of vocational education (Shivarudrappa, 1988).

1. Vocational education should occur as close to the time of application as possible. On the secondary level, the vocational courses should be concentrated in eleventh and twelfth grades.

2. There must be sufficient concentration of work in each area to enable the students to develop sufficient competence to hold an entry job in a given occupation upon the completion of curriculum.

3. A well-planned vocational programme integrates vocational education and general education. The vocational development should be built on a sound base of general education.

4. Some diversity of curriculum offerings is needed to provide for individual needs are given flexibility of the programme.
5. All aspects of an occupational area cannot be included in the curriculum. Those skills which form the core of the curriculum which are necessary for entry into the occupation should be taught.

6. Vocational instruction must be geared to the times, preparing the individual to enter the world of work of today and tomorrow.

Vocational Development

It implies the individual's process of proceedings along a continuum from earlier vocational fantasies towards a final vocational choice. Super (1957) conceives of vocational development as one aspect of individual development like social, emotional and intellectual development. It has distinctive characteristic which reveals it as one way in which the general development of the individual manifests itself, like all other aspects of development. Vocational development may be conceived of as beginning early in life and as proceeding along a curve until late in life.

According to Ginzberg et al. (1951) vocational development is not a single decision but a series of decisions made over a period of time. Each step in the process, has a meaningful relation to those which precede and follow it.

According to Super and Overstreet (1960), an individual reaches the ultimate decision through a series of decisions over a period of many years. It has now been empirically established that vocational choice is a development process which takes place over a considerable period of time and which largely terminates when an individual enters an occupation.
Hershenson and Roth (1966) defined Vocational development as a decision making process which creates two trends (i) narrowing the range of possibilities and (ii) strengthening the remaining possibilities.

**Teacher training for Vocational Education**

As aptly remarked by POA (1992), service training for vocational teachers is practically non-existent; inservice training is not adequate and competent. Vocational teachers are often not available in desired numbers. The situation is not likely to be different after 10 years.

Buch’s survey of Research in Vocational Education (1988) refers that research in technical and vocational education in India suffers from three types of short coming.

(i) Research in the country in this area is grossly inadequate i.e. quite slow and unsteady.

(ii) Most of the studies fall under educational psychology or evaluation but not a single study has been reported under philosophical, analytical and critical in nature.

(iii) Research in vocational education lack theoretical perspective.

**Curriculum**

The nationally recommended curriculum at +2 stage consists of following components:

1) Languages 15-20%.

2) General Foundation Courses (including Environment Education, Rural Development and Entrepreneurship) 10-15%.
3) Vocational Theory and Practice (including on the job training) 65-70%.

Criteria for selection of students for admission to vocationalized education

The goal of vocationalization is to orient pupils to a range of work areas in technical, commercial, agricultural, paramedical and other areas and to determine the range in response to local employment needs.

The following variables should be kept in mind while selecting the students for vocational courses:

1. Academic Motivation
2. Self-esteem
3. Self-identity
4. Self-concept
5. Occupational Aspiration
6. Adjustment
7. Attitude

Family

Good (1959) defines Family as a basic, primary social group, 'compared to a man (men) and a woman (women), their progeny and possibly other members of household; the structure varies from monogamy to various types, from patriarchy through equalitarianism, to matriarchy; personal inclusion varies from immediate biological relatives to the clan.

Family is the most important socializing agent that influences the child’s life. (Tewari, Morbhatt and Kumar, 1981).
Harre and Lamb (1983) mention that family is the human group centrally concerned with biological and social reproduction and generally considered a universal unit of social organization in its nuclear or primary form as constituted by a man, a woman and their socially recognized children.

Environment

According to Good (1959), environment is a general term designating all the objects, forces and conditions that affect the individual through such stimuli as he is able to receive. He also mentions that environmental education is the emotional, physical and intellectual climate that is setup by the teacher and students to contribute to a wholesome learning situation.

All the objects, conditions and factors around an individual have the power to influence him. It is the first concern of the school to provide for its pupil a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a joyful experience. When a child is under the constant influence of good work and good thoughts, there grows in him a tendency to become good. (Biswas and Aggarwal, 1971).

Hawes and Hawes (1982) mentioned that environment is the totality of external surroundings, including conditions, circumstances and events; in education, often considered to the extent to which such surroundings facilitate or impede learning.

The Progress of education (1997) writes that an individual can either develop his environment by himself or can choose his desired environment. Environment affects the health and growth of the animals; healthy growth is
possible in healthy environment and polluted environment inhibits the healthy growth and development of the individual. Thus, environment affects the growth and development of the individual.

Environment can be classified as social environment, Physical environment, Natural environment, Industrial environment, Educational environment etc. The environment is the external conditional effects which affects the life and development of the life on the earth.

**Family Environment**

Family environment is a complex of social and cultural condition, the combination of external and extrinsic physical conditions that affect and influence the growth and development of the members of the family group which includes parents and their children.

Mead (1949) notes that although in our complex society each home differs in its special code, all are oriented toward the future, toward what children may become, believing that the dilemma of the modern family is due to the loss of some of its functions (economic, educational and religious).

The family is not losing its essential functions of providing children with a setting of supportive affection, including them into the ways and values of the culture and giving them initial identity with the community (Mid century white house conference on children and youth, 1954).

Aggarwal (1997) mentions that among various social groups, the family occupies the first and the most significant place in the development of the child. Parents influencing the children by what they think, how they feel and
what they do in the family. Any thing a parent does to a child or with a child has its aim to control the child, to modify and to maintain a desired form of behaviour. Healthy parental relations in the family are a medium for providing wholesome and adjusted personalities responsible for the success. A family is the unit of the society. In a family, the relationship between individual constituting the family is very closely knit and the interdependence more pronounced. In the process of growth from child through adolescence, and to adulthood, an individual is to some degree dependent on the family according to his needs and duties. The patterns of behaviour towards the other members of the family also undergo constant changes with aging of a child and his level of maturity. During impressionistic stage of childhood and adolescence the individual is influenced to a great extent by the relationship among the family members.

The child’s relationship at home goes a long way in giving desirable and undesirable direction to his development. The success of an individual child in school or college depends on the family.

Parents vary in their rearing practices and are often tinged with odd combinations of expectations, likes, dislikes and preference regarding how children should be handled, brought up and educated. There is nothing wrong in setting up of norms for the children by the parents as they are their children’s well wisher and guardian. However, sometimes the reality is far from being rosy.
Although evidence gathered from twin studies and sibling and adoptive studies has clearly established the role of genetics in intellectual development (Plomin, 1989), it has become increasingly clear that the early environment of the child influences substantially the full development of those abilities.

A child needs to have a meaningful congruent inner life which helps him to build up a positive view about himself. To be an optimistic child, one needs to have a home which is full of warmth. A home may lack physical amenities, where as a home rich in physical amenities by lacking in warmth, concern and affection, may produce an individual devoid of any coping strategies for facing the reality of life.

The family is the social institution through which our social heritage is transmitted. Much of what we used to call heredity is actually the influence of the family in interpreting people, customs and attitudes and associating them to individual and group reaction ways of thinking, ways of doing, ways of acting.

We used to attribute many of our mannerism to heredity. We know now that many of them are the result of imitation.

Within the social structure, we have primary and secondary groups. The primary groups are the natural, face to face groups in which we find ourselves a natural part. The secondary groups are those of which we become a part continuously and in which we are assigned a role.

Attitudes, approvals, disapprovals, ideals, personality are formed by the primary group contacts of which the family is the most typical. Skills,
technical proficiency and special activities come with the role in secondary group contacts. Modern society has reduced the primary group contacts and increased the secondary.

The welfare, growth, nature and development of children form the kernel of family life. These processes are likewise tied up to the economic, political, educational and religious life to such an extent that consideration of children is part and parcel of every phase of social organization and control. Children carry with them the future of everything which make up our civilization. Hence, the importance of the family. It sets the woof which gives the plan and pattern and justifies the wrap which become the tapestry of social order.

**Achievement Motivation**

Every human behaviour is based on some or the other cause. The prime causations are motives. Motives play a major role and are the causative factors of human behaviour.

It has been observed that the economic production in a country is positively related to achievement motivation. Communities grow, develop and outshine other communities as a result of high configuration of achievement motive in them.

Thus, motives-specially achievement motive play a significant role in the total shaping of personalities which in turn shapes the economic and social density of a given society. Motives are learnt. Motives can be analysed and inferred. Motivation can be developed. The potentialities of education lies in
the development process of motivation. A person having strong achievement motive will try to strive for excellence in his work.

Whatever little power human beings manifest is a result of their achievement orientation. Achievement oriented people would enhance production and manifest concern for excellence in their work. Achievement motive is the tendency to strive for success or attain a desired end.

Achievement motivation can be understood simply as the tendency to strive for success or the attainment of a desired goal. Embedded within this definition are a number of important implications:

1. Achievement motivation involves an inspiration on the part of the individual.

2. Achievement usually involves a task oriented behaviour that can be evaluated.

3. The task orientation usually involves some standard of excellence that may be either internally (by person) or externally (by others) imposed.

Achievement Motivation is a construct designed to explain inter and intra individual differences in the orientation intensity and consistency of achievement behaviour. In terms of content, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding. Motivation in the field of achievement refers to a capacity for taking pride in accomplishment when successful performance has been achieved.
The concept of need achievement was put forth by Murry (1938). He defined achievement in terms of the following:

(a) To accomplish something difficult.
(b) To master, manipulate or organise physical objects, human beings and ideas.
(c) To do a task as rapidly and as independently as possible.
(d) To overcome obstacles and attain a high standard.
(e) To excel one's self.
(f) To rival and surpass others.
(g) To increase self regard by the successful exercise of talents.

According to McClelland and associates (1953), the concept of achievement motivation encompasses the success in competition with some standard of excellence, long term involvement and unique accomplishment. Standards of performance exist for most tasks and to match or surpass them is considered as achievement. He said it is need which presumably is aroused by experimentally inducing ego involvement. He says that some people are more strongly motivated by the explanation of success, others by that of failure. He calls these two sub-forms of the achievement motivation as need achievement and fear of failure.

Atkinson (1956) defined the concept of achievement motivation by proposing the expectancy theory. This theory mentions that the strength of the achievement motive is determined by two opposing inclinations - a tendency to approach success and a tendency to avoid failure.
McClelland (1961) showed that achievement motivation is a fairly stable characteristic and is correlated highly with actual achievement in real life situations.

Highest achievement in academic field demands both good intelligence and strong achievement motivation, especially when there is little anxiety as to problem failure. But strong achievement motivation can not compensate for low intelligence. Those with strong motivation generally do well in school are self reliant and less dependent on others. (Smith, 1969, McClelland, 1961).

Atkinson (1964) stated “The theory of achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behaviour, is limited but very important domain of human activities.”

Heckhausen (1967) defined Achievement motivation as striving to increase or keep as high as possible, one's own capability in all activities in which a standard of excellence is applied and where the execution of such activities can, therefore, either succeed or fail.

Horrock (1969) defined achievement as the status or level of person's skill, the range and depth of his knowledge or his proficiency in designated areas of learning or behaviour.

Page and Thomas (1977) in International Dictionary of Education defined Achievement Motivation as psychological construct developed by McClelland and his associates as being important for the individual and his/her society in terms of educational and economic development. An
individual with the motive to achieve is spurred by his/her needs to satisfy his/her drives to personal adequacy and self-esteem and to receive approval from others as part of a desire to master his/her environment.

According to Good's (1981) Dictionary of education, Achievement is the (1) Accomplishment or proficiency of performance in a given skill or body of knowledge. (2) Progress in school: theoretically different from intelligence but overlap with it to a great degree.

Motivation is the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behaviour or purposive regulation. Good (1981) defines Achievement Motivation as a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance; no single measurable factor seems to account for it; measurement is in terms of construct validation of interrelated scholastic, societal and individual factors.

Hawes and Hawes (1982) considers Achievement Motivation as a psychological need and energetic drive that prompts an individual to strive for and work toward mastering his or her environment by the successful accomplishment of goal or goals, accompanied by a sense of satisfaction and self worth.

Achievement Motivation is an important psychological concept and is useful in explaining why some people are more successful in attaining goals
than are others. People with a higher need for achievement do better than their counterparts with a low need for achievement.

**Self-esteem**

Before we discuss the concept of Self-esteem it is essential to understand “Self” and the “Self-concept”.

**Self**

A person’s framework is self-referential meaning cognitive and affective perceptions of self-as-object arising from innate dispositions and social interactions across a lifetime characterized by thought, feeling and action relative to a social structure of roles, rules, norms & values.

James (1890) spoke of three constituents of the empirical self: the material self deriving from bodily awareness, clothing, family, home and property; the social self, in effect a conglomeration of social selves which reflect two aspects of the individual’s imaginations – on the one hand, perceptions and images of the individual that he assumes are held by other individuals, or a groups of individuals who are significant because their views of the individual are important to the individual and on the other hand, social values and norms couched in shared views of such issues as shame and honour; finally the spiritual self, the awareness of one’s own frailties, disposition and one’s own existence that aspect “me” as self knowledge which is closest to the current experience, the subjective judging thought of “I”

Bruno (1986) mentions that self is the unique individual existing a being over a span of time or self is the ego “I” of the personality.
A concept of self arises—a system of self-referential meaning, a synthesis of imagined notions of “me” culturally emergent and defined in social interaction (Harre and Lamb, 1983).

The importance of self-esteem has consistently been appreciated by those who work with children. It is difficult to have close contact with children and avoid being concerned with their most central feeling about themselves as individuals. Recently it seems that self-esteem has become increasingly popular topic.

It is easy to become confused when thinking about children's self-esteem. The language used can be unclear with “self-esteem” and “self-concept” interchangeably. Self-esteem can be differentiated from self-concept which is the constellation of things, a person uses to describe himself. “Self-esteem” is the evaluation of the information contained in the self-concept and is derived from a child’s feeling about all the things. An individual’s self-esteem, then is based upon a combination of objective, information about himself and subjective evaluation of that information.

Self-Concept

Lecky (1945), Snugg and Combs (1949) defined the self-concept in terms of personality structures. For these researches, the self-concept is the nucleus of the personality, an individual’s constellation of traits and values. The self-concept is viewed as basically stable, changing only somewhat when the individual’s personality traits and structures change.
Lewin (1951) has pointed that self-concept gives "consistency to the personality" while Cattell (1957) referred to self concept as the "key stone of personality".

Self concept is a central theme around which revolve a large number of the major aspects of person's thought and feelings, striving and hopes, fear and fantasies, his views of what he is, what he might become and his attitudes pertaining to his organized perceptual objective resulting from present and past. It is the cognitive-affective map of an individual which help him in understanding oneself especially during moments of crisis or choices.

According to Eysenck et al (1972), self concept is the totality of attitudes, judgement and values of an individual relating to his behaviours, abilities and qualities. Self-concept embraces awareness of these variables and their evaluation.

Page and Thomas (1977) defined the self-concept as the term used in studies of personality to describe in simple terms, the picture or image a person has to him/herself.

Self-esteem is viewed as a component of inclusive construct, typically labelled self-concept or self-perception (Beane & Lipka, 1980; Calhoun & Morse, 1977; Dickstein 1977; Rosenberg, 1979). Self-concept is viewed as the aspect of one's self-image that are basically descriptive and non judgemental, where self-esteem is construed as those aspects or attitudes that are classified as self evaluative. Some researchers (Beane & Lipka, 1680; Calhoun & Morse, 1977) believe in viewing the distinction between how one describes oneself
(self-concept) and how one evaluates oneself (self-esteem). The evaluative aspect is more vulnerable to situational and value influences.

Zahran (1977) defined self-concept as an organized, learned, cognitive and unitary configuration of conscious perceptions, conceptions and evaluations by the individual, of his self as he actually is (Perceived self), as others are supposed to see him (Other self) and as he would most like to be (Ideal self).

Although there appeared to be wide acceptance of the above definitions among self-theorists, yet a review of the literature reveals no clear, concise and universal accepted operational definition of self-concept (Hansford & Hottie, 1982).

Bruno (1986) mentioned that self-concept is a global evaluation made about one's own personality. It is derived from the subjective evaluations we tend to make of our own behaviour traits. As a consequence, a self-concept will either be positive or negative.

Corsini (1994) expressed that self-esteem is a multidimensional concept as it exists in degrees. It is a vitally important component of one's self concept as it refers to the aspects of both the personal self concept and social self-concept.

Magill (1996) stated that self-concept is the sum total of the attributes, abilities, attitudes and values that an individual believes/defines who he or she is.
Stratton and Hayes (1996) considered that self-concept has two major dimensions: a descriptive component, known as the self image and an evaluative component as self-esteem.

Self concept and self-esteem are similar, self-esteem refers to how high or low one ranks oneself in terms of subjectively perceived personal status. Thus a person with positive self concept will have high self-esteem and a person with negative self-concept will have low self-esteem.

**Self-esteem**

A child's sense of who she or he includes at least two components or levels: the personal identity and the social or collective identity.

1. Personal identity involves those aspects of the self that make individual unique-personal attributes, skills and experience. It is an evaluation of this level of identity that is tapped by most of the traditional work on self-esteem. For this reason, we might appropriately think of most of the standard measures of self-esteem as measuring self-esteem.

2. The collective self involves those aspects of the individual that connect her or him with other-group memberships. These are likely to be numerous group memberships that contribute to one's collective self-esteem. Examples of these could be one's ethnic heritage, family, peer group or for a child, the classroom or school.

Stephen (1995) suggested that the individual's feeling of self-worth involve an analysis that only of the personal or unique aspect of the social or collective aspect.
Someone with low self-esteem frequently exhibits an artificially positive self-attitude to the world, in a desperate attempt to prove to other and herself that she is an adequate person. Or she may retreat into herself, fearing contact with other who, she fears, will ultimately reject her. A person with low self-esteem is essentially a person who finds little to be proud of herself. The self-concept and consequently self-esteem are made up of many components which come from the things in our lives that are important to us. More recently, scientific psychologists have combined theory with empirical work to conclude that positive self-esteem is related to happier and more effective functioning.

James (1892) said that esteem equals success divided by pretension. In other words, feeling of self worth come from the success an individual achieves tempered by what the person had expected to achieve.

According to Maslow (1943) all people have a desire or need for a stable, firm sense of self regard or self-respect and they need the esteem from themselves and from others. Maslow classified two categories of esteem needs. The first set of esteem needs include the desire for strength, for achievement, for adequacy, for mastery, for competence, for self confidence and for a degree of independence and freedom. A second category of esteem needs involve the desire for prestige, status, recognition, attention, dignity and appreciation, all of which are characteristic of esteem based on other's view of the person.

Self-esteem is the way one feels about oneself, including the degree of which one possess self-respect and self acceptance. Self-esteem is the sense of
personal worth and competence, that persons associate with their self concepts. The esteem needs were studied by Maslow (1954) and in “Motivation and personality”, he reported that self-esteem is related to the process of becoming a self-actualizing person.

Good (1959) defined self-esteem as the judgement and attitude an individual holds towards himself.

To Fiedler, Hutchins and Dodge (1959) self-esteem is the rating, a person gives himself on a set of items descriptive of personal attributes.

Cohen (1959) and Stotland (1961) described self-esteem as an individual’s evaluation of his own worth and abilities. He suggested that an individual’s self-esteem affects the evaluation he places on his performance in a particular situation and proposed, that individual with high self-esteem may have expectations of success, while those with low self-esteem may have expectations of failure.

Coopersmith (1967) explained self-esteem in terms of evaluative attitudes towards the self. By self-esteem he refers to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy.

Brissett (1972) considered self-esteem as encompassing two different socio-psychological process; self-evaluation and self worth. “Self-evaluation” is the process of making a conscious judgement regarding the social
importance or significance of the self; where as "self worth" is the feeling of self which refers to a sense of personal competence and security.

Person's judgement of self concept he/she formed, estimate of whether his/her self concept reaches his/her standards and values, influence attitudes and bahaviour if we do not like our ideas of ourselves we tend to become negative, depressed etc. (Page and Thomas, 1977).

German (1978) considered self-esteem as the esteem attached to the self as it is known to the individual. Sueann (1978) states self-esteem is essentially his self judgement of his own abilities, influences and popularity. To a certain extent it is a mirror image of the judgement of others. His degree of self-esteem will affect his behaviour by limiting or extending the range of the things he will attempt, whether in academic tasks or sports or non academic tasks. Carmines (1978) simply referred self-esteem to the feelings of being satisfied with oneself and the firm belief of one's worth. Persons with low self-esteem manifest a variety of adverse personality traits. They tend to be guilt ridden, anxiety prone, afraid of failure and psychologically vulnerable in contrast to persons with high self-esteem who are well integrated and willing to take risks.

Chrzonwski (1981) defined self-esteem as a positive image of oneself based on fair appraisal of one's assets and liabilities.

Self-esteem is evaluation, the individual makes of and applies to himself. It indicated the extent to which the individual feels about himself as significant, capable and worthy (Romttano, 1983).
Bridle (1985) stated that self-esteem is the product of the evaluation process that involves judgement about the self. Self-esteem is often operationalized in terms of a relatively unidimensional scale comprising generalized characteristics such as self-confidence, self competence and self worth that are superordinate to, but not specific to, particular domain (Marsh, 1990).

Self-esteem is defined as “appreciating one’s own worth and importance and having the character to be accountable for oneself and to act responsibly toward others”, (California state Department of Education 1990).

According to Magill (1996) self-esteem is a relatively permanent positive or negative feeling about self that may become more positive or negative as a person encounters success and failure in daily life.

Mead (1996) described self-esteem as a product of people’s interpretation of the feedback that they receive from others.

Stratton and Hayes (1996) describe self-esteem as the personal evaluation which an individual makes of herself or himself, the sense of their own worth or capabilities.

Saini (1998) defined self-esteem as the value ascribed by the individual to himself and the quality of the way he views himself.

**Significance of the study**

Children are the most important assets of a country, because it is they who will become tomorrow’s young men and will provide the human potential required for the country’s development (Chaturvedi, 1979). It is therefore
necessary that today's child should be healthy, both physically and mentally, so that tomorrow he may prove to be an energetic and dynamic young man with an alert mind and is able to contribute his maximum to the national development. Thus, efforts to improve the well-being of children is not only humanitarian in content but is also a definite step towards the economic and social development of a country. According to UNESCO finding (1976), the per capita expenditure per day on children’s education in India is thirty nine paise, whereas it is more than thirteen rupees in Japan. It is enough to say that Government policies and programmes touch only a fringe of the problem.

Proper family environment is very essential for the balanced growth of a child. The family is the first crucial group in the life of the child and a spring board for his social and personal growth. The family is also the first school for socialisation. When parents are absent, the child feels insecure. It is admitted fact that parents cannot be substituted.

The self-esteem has a central role to play in the personality organization. Self-esteem manifests outwardly by personality and inwardly by how one feels about one self. Feeling of a sense of self-esteem inspires confidence and security.

Education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and to give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalisation of a healthy work ethos and of the values
of a humane and composite culture will be brought about through specialised institutions or through the refashioning of secondary education, at this stage can provide valuable manpower for economic growth. Access to secondary education will be widened to cover areas unserved by it at present. In other areas, the main emphasis will be on consolidation.

The introduction of systematic, well planned and rigrously implemented programmes of vocation is crucial in the proposed educational reorganisation. These elements are meant to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower and to provide an alternative for those pursuing higher education without particular interest or purpose (Sinha, 1991).

There have been many factors responsible for the unsatisfactory progress of vocationalisation of higher secondary education in the country. According to Sinha (1991) important ones among them are:

1. Reluctance in accepting the concept by the society.
2. Unemployability of vocational pass-outs;
3. Mis-match between demand and supply;
4. Lack of teachers;
5. Absence of well co-ordinated management system; and
6. Absence of proper provision for vertical mobility in terms of professional growth and career advancement.

The educational decisions of boys and girls at plus two stage have an important bearing on his/her later occupational history. It is pertinent to ask
whether boys and girls are ready to make decisions typically required at their age irrespective of any pressure from society, family, peers etc.

In order to understand the cause of these problems, some of the factors affecting academic and vocational education have been taken in this study.

**Statement of the Problem**

The present study is stated as under:

“A comparative study of Family Environment, Achievement Motivation and Self-esteem of students of vocational and academic streams.”

**Objectives of the Study**

1. To study and compare the family environment of the vocational and academic streams.
2. To study and compare the achievement motivation of the vocational and academic streams.
3. To study and compare the self-esteem of the vocational and academic streams.
4. To study the relationship between family environment, achievement motivation and self-esteem.
5. To factorially analyse the data in order to see configuration and constellation of the variables i.e. Family Environment, Achievement Motivation and Self-esteem.

**Hypotheses of the study**

1. There will be no significant difference in vocational and academic streams between boys and girls in respect of family environment.
2. There will be no significant difference in vocational and academic streams between boys and girls in respect of achievement motivation.

3. There will be no significant difference in vocational and academic streams between boys and girls in respect of self-esteem.

4. There will be positive relationship among family environment, achievement motivation and self-esteem.

5. There will exist certain measures of family environment which constellate with the measures of achievement motivation and self-esteem.

Delimitation of the study
1. The sample of this study was confined to the academic and vocational streams from senior secondary schools of district Moga and Faridkot.

2. The study was delimited to the children of the classes eleventh and twelfth only.

3. A sample of 474 students both vocational and academic streams were considered.

Tools

The tools used for this study are:

1. Family environment scale by Moos and Moos (1986).

2. Deo Mohan’s Achievement Motivation (n-ach) Scale (1985).