

**A STUDY OF OCCUPATIONAL INTEREST OF GIRLS STUDYING IN  
SECONDARY SCHOOLS (CLASS IX AND X) OF MARGHERITA  
SUB-DIVISION OF TINSUKIA DISTRICT OF ASSAM WITH  
SPECIAL REFERENCE TO NEPALI AND  
BENGALI GIRLS ONLY**

*Dissertation Submitted to Vinayaka Missions University in  
Partial fulfillment for the award of Master of Philosophy  
in Education*

*By*

**Mitalee Gogoi**

REG NO – 607013080411

*Under the Guidance of*

**Dr. Monsoon Hatibaruah**

Lecturer

Department of Education

Duliajan College

Dist- Dibrugarh Assam



**VINAYAKA MISSIONS UNIVERSITY  
SALEM, TAMILNADU,  
INDIA**

**July, 2008-09**

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**INDIA**  
July, 2008-09

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## CERTIFICATE

This is to certify that the Dissertation entitled "A STUDY OF OCCUPATIONAL INTEREST OF GIRLS STUDYING IN SECONDARY SCHOOLS (CLASS IX AND X) OF MARGHERITA SUB-DIVISION OF TINSUKIA DISTRICT OF ASSAM WITH SPECIAL REFERENCE TO NEPALI AND BENGALI GIRLS ONLY" is a bonafide record of independent research work done by **Mitalee Gogoi** (Reg. No: 607013080411) under my supervision during 2008-09, submitted to the Directorate of Distance Education, **Vinayaka Missions University** in partial fulfillment for the award of the Degree of **MASTER OF PHILOSOPHY IN EDUCATION** and that the dissertation has not previously formed the basis for the award of any other degree, Diploma, Associate-ship, Fellowship or other title.

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Signature of the Supervisor  
LECTURER

## **ABSTRACT**

An individual may choose different types of occupations on the basis of his/her capabilities. The role of women outside the home has become an important feature of the social and economic life of the country. So, the problem of the present study is to find out the occupational interest of the girls influenced by parental and teacher's guidance and to see if there is any significant relationship between Nepali and Bengali parents as their daughters' education, in Margherita sub-division of Assam. The investigator has selected one hundred students from five schools out of seventyone secondary schools. Teachers and parents are selected of five numbers from five schools. The investigator has choosen questionnaire which includes occupational aspiration scale for girls, questionnaire for teachers and interview schedule for parents. The scale includes 8 multiple choice items. Each item consists 10 occupations. The investigator calculates the scores in an item range from 0 to 9 with this scale.

It was found that occupational interest of the girls was influenced by parental guidance. Parents were so much interested in music and dance for their daughters. The hypothesis of the study was accepted that occupational interest of the girls was influenced by parental guidance. On the other hand, teachers were so much interested on co-curricular activities. So, it was clear that the hypothesis, of occupational interest of the girls was influenced by teacher's guidance,

was accepted. Then, it was found that Nepali parents were not interested to give education only up to H.S.L.C and H.S.S.L.C to their daughters. They were interested in higher studies, but Bengali parents were interested in H.S.L.C and H.S.S.L.C level also. So there is a significant difference between Nepali and Bengali Parents as their daughters' education. So, we rejected the hypothesis.

From the above discussion, it is clear that occupational interest of women is increasing day by day yet more participation of women and Government efforts is necessary for improving the overall occupational atmosphere for the girls.



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I also offer my deepest sense of gratitude to my respected teachers of selected school for their valuable advice which helped me to carryout my investigation.

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Mitalee Gogoi

# DECLARATION

I Mitalee Gogoi here by declare that the dissertation entitled "A STUDY OF OCCUPATIONAL INTEREST OF GIRLS STUDYING IN SECONDARY SCHOOLS (CLASS IX AND X) OF MARGHERITA SUB-DIVISION OF TINSUKIA DISTRICT OF ASSAM WITH SPECIAL REFERENCE TO NEPALI AND BENGALI GIRLS ONLY". Submitted to the Directorate of Distance Education. Vinayaka Missions University in partial fulfillment for the award of the Degree of MASTER OF PHILOSOPHY IN EDUCATION and that the dissertation has not previously formed the basis for the award of any other degree, Diploma, Associate ship, Fellowship or other title.

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**CHAPTER -- I**

**INTRODUCTION**



## **CHAPTER- 1**

### **INTRODUCTION**

Human life, which is the best creation of God, has got two aspects, the biological and the sociological or cultural which the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is only man who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. It is gain through education that he promotes his intelligence and adds his knowledge with which he can move the world for good or for evil according to his wishes; In fact, education is one of the major life processes of the human being.

Literacy is the most basic and necessary of learning skills. Women's literacy and education is a challenge of the decade. It is essential to development which is impossible without the active participations of women and their participation depends to a very large extent, upon their education. Now, it is agreed by all developmental agencies that the education of women is important in order to promote



and maintain family education, health and nutrition, general well being and environmental care and protection.

Educational enrolment in India are depressed because of the slow progress in the education of girls, but there is a growing sensitivity to educate this half of the population. Progress will depend upon a number of social, cultural and institutional areas. Education for occupation should rise women's productivity, health and nutrition, education and income level of the family, create congenial home atmosphere and ultimate leading to upward mobility of the family. It is designed to impart broad knowledge and develop essential skills in a chosen occupational field, but the student does not normally qualify for a specific job within this field. These specialized qualifications are most often obtained through training and employment experience.

### 1.1: DEVELOPMENT OF WOMEN EDUCATION IN INDIA

“Yatra Poojyante Nariastu Ramante Tatra Devah” This *Shaloka* of Sanskrit means that in the ancient past there was great respect for women. The women were very high in morals and in performance of duties. No Yojna could be completed without the presence of wife. Women in the vedic ages not only received their due recognition in society, but also got equal treatment in the matter of

educational training. There were a lot of women who were composers of Rig Vedic hymns, Gargi, Maitreyi were so advanced knowledge that they could challenge men in public discussions on philosophical & meta physical subjects.

During the period 200 B. C. to 1200 A. D. women education received great setback due to the deterioration of the studies of women and the lowering of the marriage age. However the period from 1200-1800 A.D has been considered to be the worst period regarding women education as society as a whole became prejudiced towards female education.

In India, the Charter Act of 1813, first compelled the East India Company to accept the responsibility for the education of the Indian people. The credit for understanding the task of women education goes to the missionaries who pioneered opening the girls' school first for the children of Christian converts and later for other. 1820 is memorable year, about a Century and a quarter before independence, when David Hare established a girls' school in Calcutta.

In India, from 1800-1854 leaders like Raja Rammohan Roy and Pandit Ishwar Chandra Vidyasagar came forward to lend support to organizing of special schools for girls.

In the year 1854, some provision was made for the education of girls resulting in the establishment of more schools and increased grants-in-aid for them. The government directly took the responsibility of women's education upon herself. By the year 1882, one lakh and twenty-seven thousand girls began to receive educational benefits and the number of educational institutions for them rose to twenty-five hundred.

In the beginning of the present century, Lord Curzon also evinced a keen interest in Women's education. He made a provision for the appointment of capable female teachers, establishment of model girls' schools and liberal grants-in-aid.

It may be noted since the advent of independence different commissions and committees have been set up by the Govt. of India to look in to the progress of education in general. They have recommended the following measures for the improvement of women education in India.

The Indian Education Commission (1882-83) observed, "Female Education is still in an extremely backward condition. Hence we think it expedient to recommend that public funds of all kinds – local, municipal and provincial should be chargeable as well as for boy's school".

During 1905-21, women's education received much impetus and it made considerable progress. The principles on which women's education was conducted were that women's education should be of practical value and distinct from that of the boys special attention should be paid towards their health. Increased opportunities should be given to the trained and educated women for the purpose of teaching and inspecting the working of institutions.

In the year 1926, the All India Women's Association had been founded and this organization convened its first educational conference the following year. During this period, Mahatma Gandhi too supported the cause of Women's education. He held that man and women had equal status in society. This also helped to inspire Indian women kind to progress through education. Consequently, by the year 1937, the number of girl students considerably rose in various

educational institutions. This progress was, indeed, quite satisfactory and hopeful.

The Resolution of Government of India (1913) referred to the education of women by suggesting a special curriculum of practical utility and an increase in the number of women teachers, inspectors.

The University Education Commission (1948-49) recommended that the ordinary amenities of life should be provided for women in colleges originally planned for men but to which women are being admitted in increasing numbers. In co-educational institutions due weightage should be given to women. Women teachers should be paid the same salaries as men teachers for equal work.

The Indian Constitution came in the force on 26<sup>th</sup> January 1950.

Article 15(3) states, "Nothing in this article shall prevent the state from making any special provision for women and children".

The Article 39 of the constitution lays down –

- (a) The citizens men and women have the right to an adequate means of livelihood.

- (b) There is equal pay for equal work for both men and women.

The Secondary Educations Commission (1952-53) did not include a separate chapter on women educations as it felt that at the prestige of our social evolution there was no special justifications for dealing with women's education separately. Every type of education open to men should also be open to women.

The National Council of Women's Education set up in 1958 under the chairmanship of Smt. Durgabai Desmukh recommended that in place of the matching grants for women's education, the govt of India should under take to give 100% grants to the states for the development of education of women. To secure women teachers, particularly, in rural areas, condensed courses for adult women should be instituted. Urban women should be given special inducements like quarters and rural allowances to work in those areas.

Hansa Mehta Committee (1962) included at the secondary and college stages both separate and co-educational institutions can be started and the parents should be free to send their girls in the institutions they like. Craft or hand work or productive labour of same

type should be made an integral part of general course at secondary stage. There should be provision of vocational schools at the end of secondary education. So that the girls should be trained for different vocations.

The National Policy of education (1979) document also emphasized those women instructors should be appointed for implementation of such programmes such as family planning, health and nutrition and mother care.

The National Policy of Education (1986) recommended that it is desirable to develop a wide range of vocational courses at secondary stage (plus class viii) level. So that such opportunities would be available to a larger segment of girls than would be the case if such courses were available only at + 2 level.

The 73<sup>rd</sup> constitution Amendment Act 1993, of has made an effort to give special powers to women in all three tiers of "Panchayat Raj". The rationale behind this amendment was that the social and economic status of women could not be improved much without political power and at least 33% of seats should be reserved for them. They should be given their share in the decision taking process.

The New Panchayat Raj is the part of the effort to empower women at the village level.

The 4<sup>th</sup> World Conference on women which was held at Beijing in 1995 stressed the need for achieving equality, development and peace. The United Nations Organization has adopted the recommendations of the World Conference at Beijing and listed out some factors that hinder women empowerment. Some of them are :

- 1) Increasing burden of poverty of women.
- 2) Lack of awareness to health and related factors.
- 3) Violence against women
- 4) Lack of peace.
- 5) Lack of gender quality and employment.
- 6) Lack of access to communication.

These are very important concepts and so, properly through out plans are necessary to tackle the problems mentioned above. In a democracy like Indian women must be given equal opportunities and responsibilities in the society and this is possible only if they are provided education.



## 1.2 MEANING OF THE OCCUPATION

As we know that since time immemorial man has been struggling for their survival. Man has to struggle for their livelihood. The chief necessities of human life are food, shelter and cloth. In order to fulfill those needs he has to choose a way, which becomes sufficient for his livelihood. In an ordinary sense, we can consider that way as an occupation. In other words, occupational means a way by which an individual can earn money or other productivity. In fact, occupational means a way for livelihood, which makes a man self – dependent.

A person may choose different types of occupation on the basis of his capabilities. It is true that the occupation of the primitive age is different from the occupation of modern age. In primitive age, human society was very simple. At that time, agriculture was the main occupation of people. Over and above other occupation i.e. fishing, carpenter, cobbler etc. were also decided for livelihood. But like the nature, society is also changing. Thus to introduce of modern education and technology and scientific knowledge, human society is becoming more and more advanced. Different types of income sources are coming in to light. Now a days a person can choose his occupation, as he likes.

### 1.3 MEANING OF THE INTEREST

Interest means the goal, which individual decide for himself for future. The goal which an individual sets for the future are the remote aspiration. In order to attain the goal, a person has to struggle.

The social environment is an important factor of the interest of a human being. Every person has his own interest to have something or to be something. It is the duty of society to produce proper facilities in order to fulfil man's desires. For example when a boy or a girl desires to be a teacher or to be a doctor. Then he requires proper facilities from his family as well as society.

### 1.4 SCOPE OF THE STUDY

If one looks at the history of the movement for improving women's status all over the world, it indicates that education is the most important instrument of changing women's positions in the society. Education improves the women's status within the family and also equips them to play any role in the wider social context. In a democratic country like India, such conditions should be created in which women's voices are heard, their needs are recognised and their participation in every social issue is

required; such conditions can be created only education. Education helps in the intellectual, social and emotional development of human beings. Now a days, women participate in all the aspects of society.

Today, women's status in our country is increasing more and more. So, here our present investigation is to study the girl's future career which affects their future social relationship in the society and indirectly progress of the country.

There are some factors, which affects the choice of future career of the girl's student- i.e.

1. In our country, most of the parents are generally found to be economically weak. Even the parents are not Capable to give their children to all educational facilities.
2. The parents are given so much interest on boy's education. They also give the first preference the boys to choose an occupation as a future career.
3. Surveys and Studies have revealed that there is a cause of neglecting the health of the girls' students. They usually consumed less food and more often not nutritiou's food and

work more, which affects the choice of future career of the students.

4. Students are lead to make their occupational choice by the prestige, income and social recognition to the profession by the society.
5. The community residence of the children may affect his/her occupational interest.
6. Sex difference make a great differences in the choice of occupation in our country.
7. The curriculum is not suited to their social requirements.
8. Women have not achieved social consciousness to the extent to enable then to mix freely and consider themselves safe in social intercourse with men.

In the modern world, the role of the women goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with man the responsibility for the development of society in all its aspects. This is the direction in which we shall have to more. In the struggle for freedom, Indian women fought side by side with men. This equal partnership will have

to continue in the fight against hunger, poverty, ignorance and ill health.

If the growing girl children are made aware that they have equal rights in the society, then they will fight for them. Participation of women in socio – economic and political activities of society will definitely enhance their status and give them opportunities to contribute in the development of the nation.

### **1.5 OCCUPATIONAL INTEREST AND TEACHER'S GUIDANCE**

The teacher must contribute willingly and efficiently of guiding the youth in his classroom. Teachers help young people to understand themselves, to see the subject-matter of each field in relation to their own strengths and limitations and to appreciate the need for developing broad abilities and skills to meet the vocational demands of tomorrow as hundreds of new occupations are developing to meet the new needs.

The teacher has to play an important role in guidance. Without their co-operation, guidance service can never become an integral part of any educational programme.

At the secondary stage, the main function of guidance is to instruct the students in appropriate methods of applying for posts. It helps the students in making known to the students the requirements and future job positions connected with their particular subjects.

The teacher administered some psychological tests which helps him to know better their strengths and weakness in certain subjects. The teachers study the needs, interests, abilities and problems of each student in his class. The teachers also give talks to the pupils and give the individual guidance through personal interview to the pupils regarding their occupational problems.

The teacher can help by giving guidance in the following way –

- (a) Providing vocational motivation to the subjects taught by them.
- (b) Get acquainted with the parents and take an active part in parent teacher association.
- (c) Follow-up those students they advise by obtaining progress reports on their satisfaction.
- (d) Preparation of the cumulative record.
- (e) Finally staff-teachers' conference.

Teachers have an important role in assisting the student conserve their native capacities and interest and use the same so as to bring greatest satisfaction to themselves and benefit to society.

#### **1.6 : OCCUPATIONAL INTEREST AND PARENTAL GUIDANCE**

Parents are the principal counsellors of the students. The favourable upbringing, plus the special help in the form of praise; admonition, reproof and advice in difficult situations – all contribute to the guidance process.

The influence of parents on a students' life decisions is formidable. Parents can play a very important role in the guidance programme by getting maximum information regarding the educational and vocational possibilities for their children in the decades ahead.

Parents help their children in developing effective study habits, plan their activities and budget their time for maximum achievement. Teachers are friendly and hospitable in their relations with parents. So that, the parent's can get the accurate information for their occupational interest

Parents could also participate in schools cultural and Exhibitions programme. Parents participations in school's programme, the student think that they are conscious of their participation.

Parents also help their children in discovering, developing and directly all of the inherent potentialities.

### **1.7 : A BRIEF DISCUSSION ABOUT MARGHERITA SUB-DIVISION**

Margherita is one of the sub-division of Tinsukia District of Assam located eastern- most part of India in the lap of the sky-kissing hill of patkai range stretching along the Assam- Arunachal border. The total geographical area of Margherita sub-division is 1233.83 sq. K. M. The total population of the sub-division is 3, 19, 885 according to Census 2001, out of which the total SC and ST population were 9368 and 15,394 respectively. The sub- division has 3 number of Mouzas- Makum, Buridehing and Tirap Mouza.

Margherita sub-division consists of 3 towns – Margherita, Digboi and Ledo and around 300 villages where about a total of 2,226 household live permanently



Margherita sub-division is very rich in natural resources, specially in crude oil, coal and forest resources. During British rule, British merchants penetrated in to this area primarily for exploration of oil and coal. Subsequently, in 1981, the Assam Railway and Trading (A.R. and T) company was incorporated, construction of railway lines necessitated the setting up of timber mills as ancillary. In the course of time, the British quit the country, the Coal Industry was nationalized in 1973 and under the coal Mine Nationalization Act 1973.

### **1.8: STATEMENT OF THE PROBLEM**

The problem of the present study has been stated as follows:

“ A study of occupational Interest of girls studying in secondary schools (class ix and x) of Margherita sub-division of Tinsukia District of Assam with special reference to Nepali and Bengali girls only”.

### **1.9: OBJECTIVES OF PRESENT STUDY**

1. To study the level of occupational interest of the girls in class ix and x in the secondary schools of Margherita sub-division of Tinsukia District of Assam.

2. To make a comparative study of occupational interest between Nepali and Bengali girls.
3. To study the extent to which the teachers guidance influence the occupation of the girls.
4. To suggest measures for providing occupational guidance of the students.

### **1.10 : HYPOTHESIS**

In order to accomplish, the above cited objectives, the following hypothesis were formulated

- (a) Occupational interest of the girls is influenced by parental guidance.
- (b) Occupational interest of the girls is influenced by teacher's guidance.
- (c) There is no significant relationship between Nepali and Bengali parents as their occupational interest is concerned.

### **1.11: DELIMITATIONS OF THE STUDY**

- (a) Present study is confined to the schools of Margherita sub – division only.

(b) The present investigation is confined to the class IX and X students only.

(c) It is confined only to Nepali and Bengali girls.

### **1.12. SIGNIFICANCE OF THE STUDY**

Secondary education is the most important stage for the development of a child of a country. It provides general education through a wide variety of curriculum. It helps to develop their social, intellectual, emotional and physical needs. At this stage, it helps to keep him busy in different types of activities, so that his idle brain may not lead him astray. Secondary education should be given adequate freedom and responsibility to take decisions.

It is one of the important things that after completing of this education, every student has to select a particular course or vocation for their future study. So, if we are able to give the opportunity or guidance for development of their interest, then it will be helpful for them to achieve success in future.

After completing the course of secondary education, it helps the students to choose the right type of jobs. It also leads to self-employment.

Occupational interest of girls is an important feature of this study. Therefore, the present study will be more significant in improving occupational solutions for various jobs by the secondary school girls in accordance with their interest.

Making table – cloth, painting, planting, nursing, NCC, scout – guide, music etc. are taught in the present day school. This will help to tackle economic problem, attain social efficiency and helps to attain happiness. Thus, it is very necessary in present world.

So, we can say that if the students choose the right occupation, then it will be reduce the unemployment among the students.



**CHAPTER -- II**

**REVIEW OF RELATED LITERATURE**



## CHAPTER – II

### REVIEW OF RELATED LITERATURE

A scientific investigation starts with a review of the related literature. A careful review of the research journals, books, dissertations, thesis and other sources of information's on the problem to be investigated is one of the important steps in the planning of any research study.

Review of the related literature means allowing the researcher to acquaint him self with current knowledge in the field or area in which he is going to conduct his research.

It enables the researcher to define the limit of his field.  
It helps the researcher to delimit and define his problem.

It gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted. It helps the researcher to know about the tools and

instruments, which proved to be useful and promising in the previous studies.

Study of related literature is of great importance for formulating reliable and relevant hypothesis for undertaking the research work. It also helps to know about the recommendations of previous researchers listed in their studies for further research.

In the present study, the investigator has consulted several literature pertaining to some of the area of occupational interest with a view to acquire idea regarding methodology of studies, definition and delimitation of the problem and also to know the recommendations of previous researches performed in different areas of occupational interest.

A number of studies on vocational interest has been carried out outside and inside India. Some of the selected studies are reported here –

Jahan (1974) conducted a survey of the educational problems faced by the Muslim girls of Bangalore city. The sample consisted of 150 Muslim girls from 5 schools. A problem checklist consisting of 4 areas namely home, academic, vocational and social

was administered to these students to identify the educational problems of Muslim girls and it was found that the lower socio-economic students were having more problems in home, academic and social areas than the high or middle socio-economic status students.

Kakkar (1983) found that there was a positive correlation between the vocational interest and occupational aspiration of girl students. Age and SES had significant effect on the occupational Aspiration of the girls in vocational areas. School achievement was negatively correlated with occupational Aspiration of girls in vocational courses.

Singh (1984) Conducted a study on vocational preferences of high creative and low creative high school tribal pupils in Kohima and Mokokchung district found that there was no significant difference between Ao and Angamir high school pupils, both in there levels of Creative thinking and their preference for prestigious vocation. High Creative pupils from both the Tribal groups generally showed a preference for prestigious vocation. But no significant difference was found between boys and girls as well as between rural and urban pupils in their level of creative thinking.



Dabir (1986) made an investigation to the study of vocational Aspiration as a function of aptitudes and motivational pattern among the boys and girls study in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades in Nagpur district. He found that the relationship between socio-economic status and vocational aspiration was predominant. It seemed that vocational aspiration was not merely a function of aptitudes but a function of the socio-economic status of boys as well as girls contributed most considerably to vocational aspiration.

Gagot (1987) found that private management wanted to introduce vocational courses but were not able to do so in the absence of financial help from the state government. A need was felt for the state government to take immediate steps to expand vocational education in the states.

Sodhi (1988), Studying on the "vocational Interest and occupational choices of Adolescent girls of Chandigarh", found that very few adolescent girls were able to make correct occupational choices in accordance with their vocational interest. It was also observed that occupational choices and vocational Interest were comparatively more congruent for girls of urban background and

those belonging to the high income groups as against their counterparts from semi-urban areas and low-income group.

Kaur (1990) reported that both educational and vocational aspirations are influenced by sex, SES and locality when taken independently. Urban students differ significantly from their rural counterparts in their educational preferences and vocational aspirations. While rural students were found to aspire for high academic degree or a degree in Arts, the urban students aspired for high professional degree or a degree in Science.

Kumari and Sethi (1990) studied 100 college girls who were classified as high and low on self esteem on the basis of the median split of their combined scores on a self acceptance test and on their differential career and family values. The results were discussed in the light of the need for encouraging career as of women. The studies were done in the light of the need for encouraging career aspirations of women.

Singh (1991) studying the vocational preferences of high creative and low creative high school tribal pupils in Kohmia and Mokokchung districts of Nagaland, found that there was no

significant difference between the tribal groups of pupils in both their levels of creative thinking and their preference for prestigious vocations. High creative pupils from both the tribal groups generally showed a preference for prestigious vocations. No significant difference was found between rural and urban pupils in their levels of creative thinking.

Kumar (1994) studied on educational and vocational Aspiration of secondary school students in relation to their self-esteem and intelligence and it was found that the students from highly qualified parents had high educational aspiration than the student from parents with moderate or low qualification. It was found that this did not bring about any significant difference either in the educational and vocational Aspiration of student when urban classified as low moderate and high groups. In general, it was found that higher the component of self esteem, higher was the educational and vocational aspiration of students.

Hargrove, Creagh and Burgen (2002) have argued that family variables interface with career development process. Many researchers finding have shown sex differences in family influence

on career aspiration and development which may affect girls' career aspirations .

Salami (2003) studied on vocational interest among the school going adolescents in Nigeria found that the students vocational interest could not significantly differentiate between high and low academic achievements. Significant difference was however obtained in the outdoor, mechanical and musical areas when comparing male with female. The findings support the need to collect vocational interest in order to assist them in their vocational problems.

Whiston and Kellar (2004) studied on career aspirations of adolescents found that family affect both aspirations and expectations of adolescents' career development. In this study, the Canadian adolescents between the ages of 15 and 18 years are included.

Vanessa Lynn Downing (2006) studying the career aspirations of high ability adolescent women found that there is a relationship between parents and daughters attitudes in regard to

vocational Aspiration of women. Parents' gender role attitudes influence girls' career aspiration.

On the basis of the knowledge and insight gained after reviewing the available research studies and related literature, the investigator decided the later theoretical frame work, methodology; procedure plan of analysis etc, for the present study, which have been reported in the forth coming chapters.

## METHODOLOGY AND PROCEDURE

CHAPTER III

**METHODOLOGY AND PROCEDURE**

## **CHAPTER-III**

# **METHODOLOGY AND PROCEDURE**

The effectiveness of a research work depends to a great extent on the methodology followed by the investigator. It is very much essential for the investigator, that it provides training in techniques for the collection of data appropriate for particular problems, in the use of statistics, questionnaires and in recording evidence and interpreting it.

The present chapter is basically an attempt to describe the methodology and procedure in the present study. It primarily deals with the following aspects :

### **3.1 : METHODOLOGY USED IN THE PRESENT STUDY**

The present study pertains to a study of "Occupational Interest of girls studying in secondary schools (class IX and X) of

Margherita sub-division, of Tinsukia District of Assam with special reference to Nepali and Bengali girls only.”

The investigator of the present study followed, “Descriptive method” to undertake the study.

Generally, the method of research is determined by the nature of the problem and as descriptive method tell us about what exists at present by determining the nature and degree of existing condition, hence it is best suited to the problem of present investigation.

### **3.2 : SELECTION OF THE FIELD**

The scope of the problem covers the Margherita sub-division of Tinsukia district. There are 2 numbers of provincialised High secondary schools, 14 numbers of provincialised High schools, 15 numbers of recognized high schools (up to class X), 30 numbers of permitted high schools (class up to IX and X), 10 numbers of private high schools.



### **3.3 : POPULATION**

A population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units, geographical areas etc.

Best (1978) stated population as, "In any group of individuals that have one or more characteristics in common that are of interest, to the researcher. The population type or a more restricted part of the group".

The population of the present study comprised of all the girls student studying in secondary schools (class IX and X) of Margherita sub-division irrespective of government and Private and Provincialised schools, which included five schools and their respective parents and high school teachers.

### **3.4 : SELECTION OF THE SAMPLE**

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population.

It is always difficult to study the whole population or universe for studying any problem. Some population are so large that their study would be expensive in terms of time, money, effort & manpower. Hence, it is convenient to pick-up sample out of the universe proposed to be covered by the study.

The process of selecting a sample from the population is known as sampling. In the present study, random sampling technique was followed by the investigator.

The investigator has selected 100 students from 5 schools. Teachers and Parents were selected of 5 numbers from 5 schools.

### **3.5 : THE SAMPLE OF SCHOOLS**

Out of 69 secondary schools and 2 numbers Higher secondary schools, 5 schools were selected for the investigation. The samples are given below –

**Table – 1**  
**TABLE SHOWING TYPE OF MANAGEMENT OF**  
**SELECTED SCHOOLS**

Name of the schools	Type of Management
Margherita Public H.S school	Provincialised
Margherita Town High School	Provincialised
Sankardav Vidyapith High School, Ledo	Recognised
ST. Mary's School, Margherita	Private
V. K. V. School, Borgolai	Private

### 3.6: THE SAMPLE OF STUDENTS

The sample of the girls were selected from class IX and X studying in the 5 sampled secondary schools. From every school, 10 girls studying in class IX and 10 girls studying in class X were selected randomly. The total number of girls from 5 schools were 100.

Table – 2

TABLE SHOWING TOTAL NUMBER OF STUDENTS  
WITH CLASSWISE

Name of the Schools	No of total students Included in the sample	Class	
		Nepali IX+X	Bengali IX+X
Margherita Public H.S School	20	10(5+5)	10(5+5)
Margherita Town High School	20	10(5+5)	10(5+5)
Sankardev Vidyapith High School, Ledo	20	10(5+5)	10(5+5)
ST. Mary's School, Margherita	20	10(5+5)	10(5+5)
V. K. V. School, Borgolai	20	10(5+5)	10(5+5)

### 3.7. THE SAMPLE OF TEACHER

From the 5 sample secondary schools of Margherita sub-division, a sample of 25 teachers teaching in class IX and X of these schools were selected.

**Table-3****TABLE SHOWING TOTAL NUMBER OF SAMPLED TEACHERS**

Name of the schools	Total No. Teachers
Margherita Public H.S School	5
Margherita Town High School	5
Sankardev Vidyapith High School, Ledo	5
ST. Mary's school, Margherita	5
V. K. V. School, Borgolai	5

**3.8 : THE SAMPLE OF PARENTS**

From each school 25 parents of the sampled students were selected. Parents of 5 students were included in the sample of the parents.

**3.9 : INSTRUMENTS USED IN THE STUDY**

The investigator has chosen questionnaire as a means for collecting data for the present study.

A questionnaire consists of a number of questions printed in a definite order on a form or a set of forms. The questions are formed according to the need of particular investigations.

This method of data collection is quite popular. The tools are used in the study as follows –

- 1) Occupational Aspiration scale for girls prepared by Dr. J. S. Grewal. (Professor of education, Regional college of education, Bhopal).
- 2) Questionnaires for teachers.
- 3) Interview schedule for parents.

### **3.10 : CLASSIFICATION OF QUESTIONNAIRE**

Depending upon the nature of the questions included, the questionnaire can be broadly classified into two categories :

Closed form : This type of questionnaire included such questions to which respondents can reply in a limited number of ways. The respondent is permitted to reply only with 'Yes' or 'No'.

Open form : Here, the respondents are free to provide the reply to the questions in their own way. The form of the questions are unstructured and no clues are provided to the respondents.

In the present investigation, the investigator follows close form questionnaire specially for the check of time.

Occupational aspiration scale for girls included 8 questions. Each one asks you to choose one job out of 10 presented. They are all different. Each questionnaire included such questions to which respondents can-reply only by placing a cross Mark (X) against the occupation of their preference.

Here, interview schedule for parents are free to provide reply to the questions in their own way. The respondent is permitted to reply only with 'Yes' or 'No' and write also their response in the blank space just below the questions.

Again, the same procedure of interview schedule for parents are followed in questionnaire for teachers.

### 3.11 : CONSTRUCTION OF THE QUESTIONNAIRE

The investigator constructed a questionnaire to measure the Occupational Interest among the secondary girl students of Margherita sub-division.

The procedure followed in constructing the questionnaire is given below :

These questionnaire were distributed to the secondary of girl students of selected schools by the investigator under the kind assistance of the Principals and Head masters of the concerned schools.

The questionnaire was divided into 3 parts –

First part, was prepared to get bio-data of the respondent regarding their name of the schools, name of the student, age, gender and their occupational interest.

Second part, included some questions for the teachers which the respondents reply with only “Yes” or “No”.

Third part was prepared for parents in such a way that the respondent reply with some explanation.



### 3.12 : STATISTICAL TREATMENT OF THE DATA

The data collected through the questionnaire were subjected to required statistical analysis, which is necessary to derive certain conclusions regarding occupational interest of the girls students of Margherita sub-division. The obtained data will be analyzed mainly in terms of percentage. Description regarding analysis and interpretation of data of the present study are reported in the next chapter.



**CHAPTER – IV**

**ANALYSIS AND INTERPRETATION  
OF DATA**



## CHAPTER-IV

### ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means studying the tabulated materials in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangement for purposes of interpretation.

Interpretation process is essentially one of starting what the result show? What do they mean? What do their significance? And also what is the answer to the original problem?

The investigator basically tried to analyze and interpret the data with the help of percentage.

The findings of the analysis and its interpretation are presented in the following sections:

#### 4.1 OCCUPATIONAL ASPIRATIONS OF GIRLS

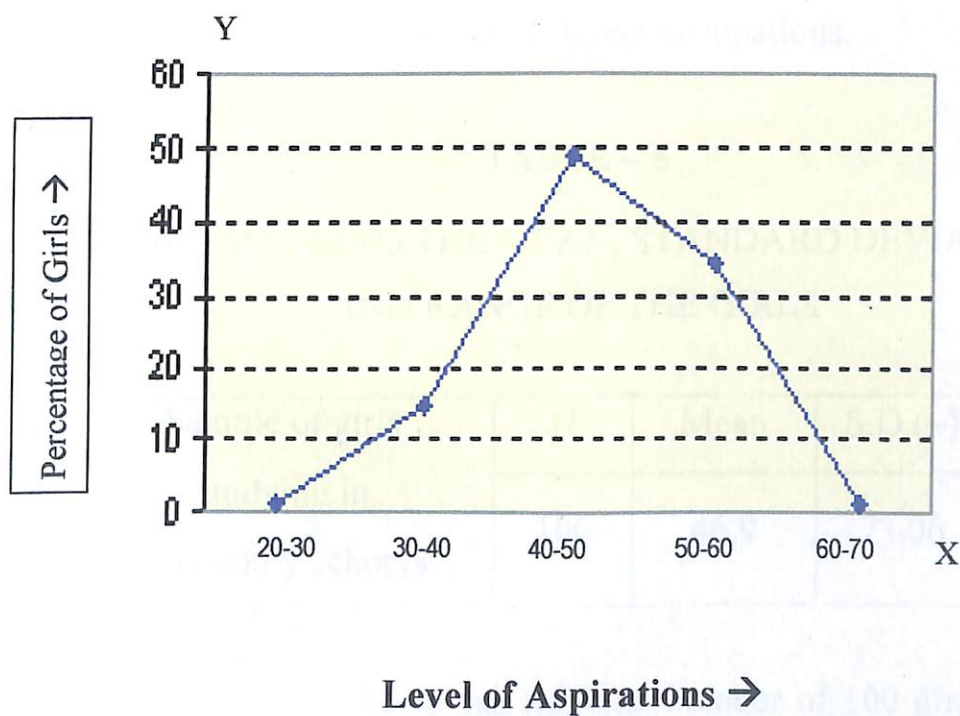
This scale was introduced by Dr. J. S. Grewal, Professor of Education, Regional Collage of Education, Bhopal. This scale includes 8 multiple choice type items. Each item contains 10 occupations.

With the help of this scale, the investigator calculates the scores in an item ranges from 0 to 9. The scale was administered to 100 girls of secondary schools of Margherita sub-division. The scores were tabulated and Mean and Standard Deviation find out. Now, we see the distribution of score of the 100 girls on occupational Aspiration level.

**TABLE - 4**  
TABLE SHOWING OCCUPATION ASPIRATINAL LEVEL IN  
MARGHERITA

SCORES	F	%
20 -30	1	1
30 -40	15	15
40 -50	49	49
50 - 60	34	34
60 - 70	1	1
Total (N)	100	100%

This table shows that most of the girls scored in the ranges of 40 – 50 (49%) and 50 –60 (34%) and only 20 –30 (1%) got below score.



**Fig.1 :** FREQUENCY POLYGON DISPLAYS THE LEVEL ASPIRATIONS OF THE GIRLS IN DIFFERENT OCCUPATION

It is observed that the level of aspirations of the girls in different occupations has been prepared in the table 1 and are shown in figure 1. The figure -1 displays that 49% of the girls get highest occupational aspiration level in different occupations.

**TABLE - 5**

TABLE SHOWING THE MEAN, STANDARD DEVIATION AND RANGE OF THE GIRLS

Sample of girls	N	Mean	S.D (~)	Range
studying in Secondary schools	100	46.9	73.06	39

The Table shows that the total number of 100 girls studying in secondary schools scored the mean of 46.9 Standard deviation of 73.06 and Range of 39.

#### **4.2 : PARENTS EDUCATIONAL ASPIRATIONS FOR THEIR DAUGHTERS**

In the investigations, the investigator asked some questions to know the parent's opinion of the educational Aspirations level for their daughters:

**TABLE- 6**

TABLE SHOWING PARENT'S EDUCATIONAL AND OCCUPATIONAL PERFORMANCE FOR THEIR DAUGHTERS

Sl. No	Opinion of the Parents	% of Parents
1	Want their daughters to be educated	100
2	Level of daughters education	4(1)
	a) H. S. L. C	8(2)
	b) H.S.S.L.C	56 (14)
	c) Graduate	32 (8)
	d) Post – graduate and above	

This table explains that all the parents wanted their daughters to be educated (100%). 56% of the parents preferred their daughters to be graduate and 4% were interested their daughters to be educated up to H.S.L.C level.

#### **4.3 : PARENTS CHOICE OF COURSES FOR THEIR DAUGHTERS**

A few questions were asked to the parents to know the courses such as Arts, Science, Commerce, Technical and Vocational Education preferred for their daughters future study.

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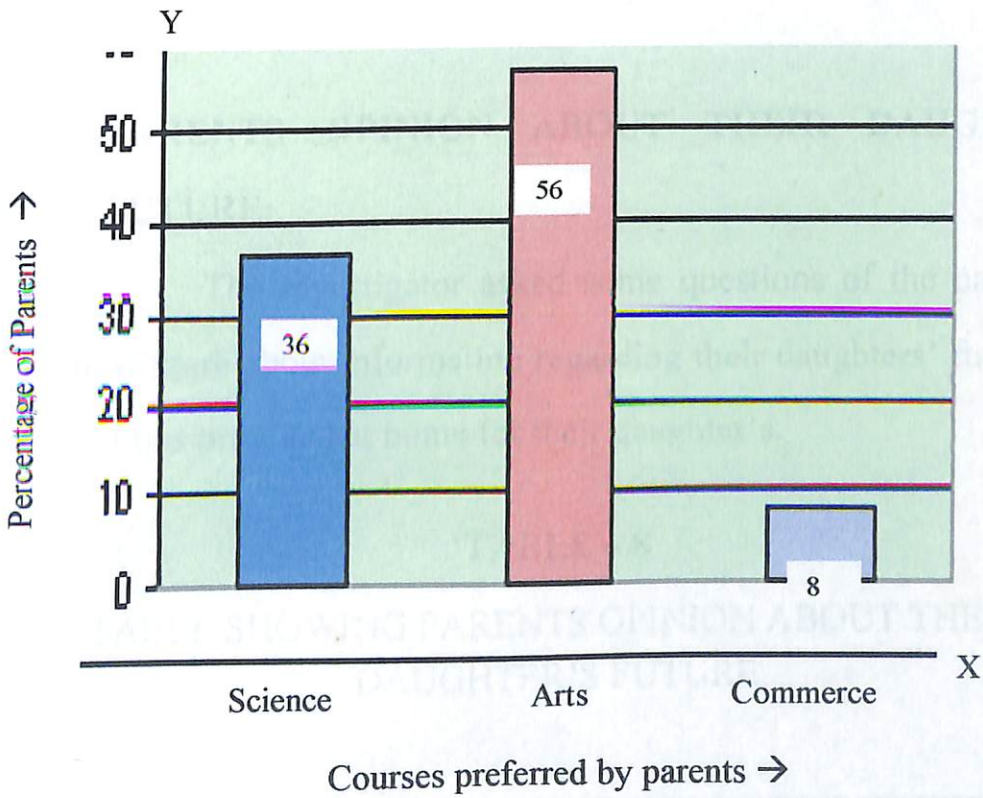


TABLE - 7

TABLE SHOWING PERCENTAGE OF CHOICE OF PARENTS OF  
THE COURSES

Sl No	Courses	% of parents
1	Science	36 (9)
2	Arts	56(14)
3	Commerce	8(2)
4	Technical/Vocational	NIL

It is observed from the table that 56% of the parents preferred in Arts and 36% of the parents interested in Science. But only 8% of the parents preferred in Commerce. On the other hand, it was found that parents are not interested in technical and vocational courses.



**Fig. 2 :** BAR DIAGRAM DISPLAYS THE PARENTS CHOICES FOR THEIR DAUGHTERS FUTURE COURSES OF STUDY.

The figure shows that 36% of the parents preferred to choose in science, which represented the second highest in the diagram. On the other hand, 56% of the parents in Arts and 8% of the parents in commerce represented in the diagram.

#### 4.4 PARENTS OPINION ABOUT THEIR DAUGHTERS FUTURE:

The investigator asked some questions of the parents to know more about information regarding their daughters' future and facilities provided at home for their daughter's.

**TABLE - 8**

TABLE SHOWING PARENTS OPINION ABOUT THEIR DAUGHTER'S FUTURE

Sl No.	Parents opinion	% of Parents	
		Yes	No
1	The girls select the stream of their own for future study	100	NIL
2	Want their daughters to learn something extra besides general education	100	NIL
3	Want their daughters to be economically independent	84(21)	16 (4)
4	No objection their daughters becomes economically independent	20(5)	80 (20)
5	Special vocations preferred by parents for girls	72(18)	28 (7)
6	Financial problem faced by parents	28(7)	72 (18)

This table explains that all the parents preferred their girls to select the stream of their own for future study. Again, all the parents wanted their daughters to learn something extra besides general education. It was also found that 84% of the parents wanted their daughters to be economically independent, but 16% of the parents were not interested in it. 28% of the parents faced some financial problems, but 72% of the parents did not get the financial problems.

#### **4.5 : EXTRA-ACTIVITIES PREFERRED BY THE PARENTS FOR THEIR DAUGHTERS:**

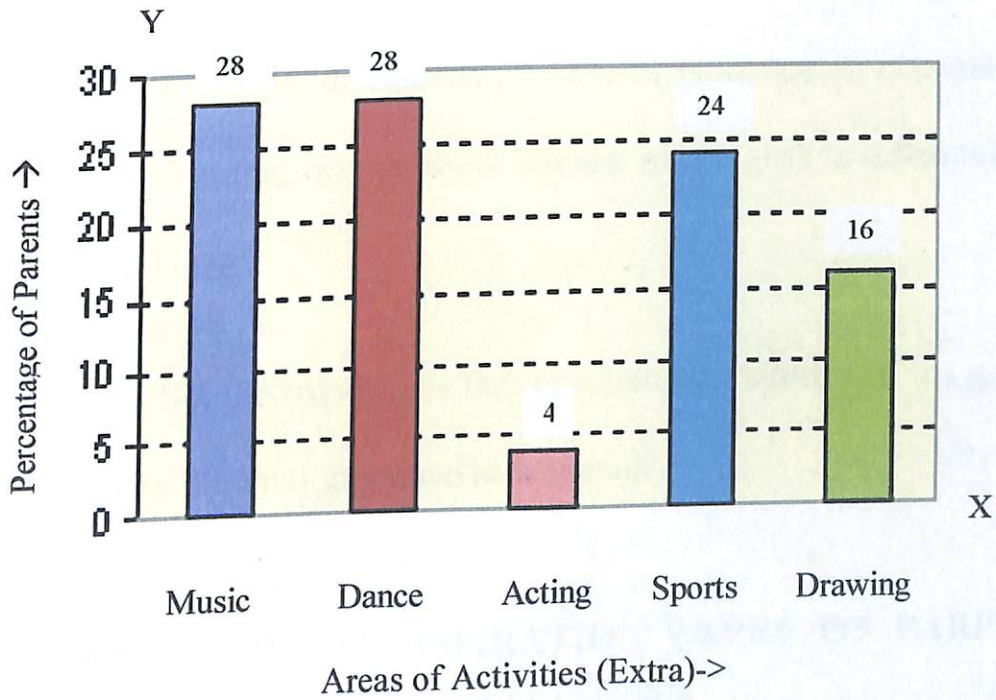
The investigator asked some questions to know the information about the extra – activities preferred by the parents for their daughters besides general education. The activities include such as music, drawing, dance etc.

TABLE - 9

TABLE SHOWING PERCENTAGE OF PARENTS FOR EXTRA ACTIVITIES FOR THEIR DAUGHTERS

Sl No	Subject	% of parents for girls extra activities
1	Music	28 (7)
2	Dance	28 (7)
3	Acting	4 (1)
4	Sports	24(6)
5	Drawing	16(4)
6	Handi-craft	NIL
7	Any	NIL

This table explains 28% of the parents preferred in Music and Dance for their daughters. 24% of the parents interested in Sports and 16% in Drawing. Only 4% of the parents in Acting. But the parents were interested in Handicraft.



**Fig. 3 :** BAR DIAGRAM DISPLAYS DIFFERENT AREAS OF EXTRA-CURRICULAR ACTIVITIES PREFERRED BY PARENTS FOR THEIR DAUGHTERS.

This diagram displays that 28% of the parents preferred in Music and Dance for their daughters. 4%, 24%, and 16% interested accordingly in Acting, Sports and Drawing.

From the discussion of parental guidance on occupational interest, we find that occupational interest of the girls is influenced by parental guidance.

So, the hypothesis that occupational interest of the girls is influenced by parental guidance is accepted.

#### **4.6 OCCUPATIONAL ASPIRATION LEVEL OF PARENTS OF NEPALI AND BENGALI GIRLS**

A few questions were asked to the parents to know educational level such as H.S.L.C, H.S.S.L.C, Graduate and post – graduate which the parents preferred for their daughters.

**TABLE- 10**  
**TABLE SHOWING OCCUPATIONAL ASPIRATION**  
**LEVEL OF PARENTS**

Girls	Educational level			
	H.S.L.C	H.S.S.L.C	Graduate	Post Graduate
Nepali	NIL	NIL	32%(8)	16%(4)
Bengali	4%(1)	8%(2)	24(6)	16%(4)

The table shows that 32% of the Nepali parents were interested their girls to be educated graduate level. Only 16% of the parents preferred their daughters to be post graduate. On the other hand, 24% of the Bengali parents preferred their daughters to be graduate, 16% in post-graduate level, 8% in H.S.S.L.C. and only 4% of the parents interested to be educated upto H.S.L.C level. From the table, it was found that, Nepali parents were not interested to educate H.S.L.C and H.S.S.L.C. level for their daughters. They preferred in higher studies.

So, there is a difference between Nepali and Bengali parents as their occupational interest is concerned. Therefore, we reject the hypothesis that there is no significant relationship between Nepali and Bengali parents as their occupational interest is concerned.



#### 4.7 : TEACHERS OPINION ON EXTRA- CURRICULAR ACTIVITIES

A questionnaire was prepared by the researcher to know the opinion on extra-curricular activities for developing occupational skill at school surroundings –

**TABLE-11**  
TABLE SHOWING FACILITIES IN CO-CURRICULAR AREA

Sl No.	Criteria	Response of the girls %	
		Yes	No
1.	Holding a vocation is necessary for girls	100	Nil
2	Prefer each and every vocational area for girls	80 (20)	20 (5)
3	Co-curricular activities for girls	88(22)	12(3)
4	Co-curricular activities necessary for vocational development	100	NIL
5	Co-curricular activities at school	60 (15)	40(10)
6	Separate period for co-curricular activities	40(10)	60(15)
7	Encourage girls for co-curricular activities	100	NIL
8	Training facilities at school	20(5)	80(20)
9	Guidance service for vocational development	100	NIL
10	Provision for guidance service at school	32(8)	68(17)
11	Areas		
	a) Sports		28(7)
	b) Music		20(50)
	c) Literacy Activities		12(3)
	d) Handicraft		20(5)
	e) Drawing		20(5)

This table explains that most of the teachers preferred a vocation is necessary for girls for self-establishment. 88% of the teachers preferred in co-curricular activities for girls. Only 20% of the teachers interested training facilities at school for girls. 32% of the teachers wanted guidance service at school. 28% of the teachers wanted to give the facilities for girls in sports. On the other hand, 20% of the teachers preferred in music, Handicraft and Drawing. Only 12% in Literacy activities.

#### 4.8 MAJOR OBSERVATIONS

On the basis of the analysis to obtain data regarding occupational interest among secondary girl students of Margherita sub-division, some major observations can be summed up as follows –

- i) 100% of total parents preferred their daughters to be graduate.
- ii) 56% of the parents preferred in Arts and 36% of the parents interested to choose in science.
- iii) 28% of the parents preferred in Music and Dance.
- iv) Slight difference was found among Nepali and Bengali parents of the secondary girl students in respect of occupational aspiration level.

- v) 88% of the teachers preferred to choose in co-curricular activities for girls.

From the above discussion, we have found that occupational interest of girls is influenced by teacher's guidance. So, the hypothesis that occupational interest of girls is influenced by teachers' guidance is accepted.

In this chapter, the investigator has made an attempt to include findings of the research study on occupational interest of girls studying in secondary schools (class IX and X) of Margherita sub-division, of Tinsukia District of Assam with special reference to Nepali and Bengali girls only.

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CHAPTER V  
SUMMARY, CONCLUSIONS AND  
SUGGESTIONS

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## CHAPTER – V

# SUMMARY, CONCLUSIONS AND SUGGESTIONS

### INTRODUCTION

In reaching conclusions of a particular research work, the investigator needs keen observation, wide outlook and logical thinking. These provide the research worker a great opportunity to take maximum precautions in the study, in arriving at any stage of generalizations.

In this chapter, the present investigator has been made an attempt to provide a summary of the entire study, which has already been reported in the previous chapter. It consists a brief outline of the objectives, significance of the study, methodology and procedure followed in different stages of the study and

conclusions drawn on the basis of analysis and interpretation of the data collected.

Here an attempt has also been made to provide some suggestions in respect creating occupational interest among secondary girl students as well as to carry out further research in the same area.

Different aspects of the present study can be presented in a summarized form as follows :

## **5.1 STATEMENT OF THE PROBLEM OF THE PRESENT STUDY**

The problem of the present study has been stated below –  
“A study of occupational interest of girls studying in secondary schools (class ix and x) of Margherita sub-division of Tinsukia District of Assam with special reference to Nepali and Bengali girls only”.

## **5.2 OBJECTIVES OF PRESENT STUDY**

1. To study the level of occupational interest of the girls in class ix and x in the secondary schools of Margherita sub-division of Tinsukia District of Assam.

2. To make a comparative study of occupational interest between Nepali and Bengali girls.
3. To study the extent to which the teachers guidance influence the occupation of the girls.
4. To suggest measures for providing occupational guidance of the students.

### **5.3 DELIMITATIONS OF THE STUDY**

- 1) Present study is confined to the schools of Margherita sub-division only.
- 2) The present investigation is confined to the class IX and X students only.
- 3) It is confined only to Nepali and Bengali girls.

### **5.4 SIGNIFICANCE OF THE PRESENT STUDY**

After Independence, our democratic government, educationists, philosophers and social reformers experienced the necessity of formulating new aim of education in order to base education on Indian culture and to make successful democratic society. It is essential to formulate aims and objectives of

education with special reference to the needs and aspirations of our people.

If the growing girl children are made aware that they have equal rights in the society, then they will fight for them. For this the mass media, NGOs also have important role to play beside the government agencies. Participation of women in socio-economic and political activities of society will definitely enhance their status and give them opportunities to contribute in the development of the nation. The government of India declared 2001 as the "Year of Women Empowerment".

In spite of this progress in women's education, we can't grow complacent about it. There are some problems facing women's education are -

Firstly, there is acute dearth of trained female teachers secondly, Mass-poverty is a stumbling block in the way of women's education.

Adequate provision should be made for all the comforts and amenities of female teachers consonant with their dignity. Efficiency in the functioning of women's educational centers should be increased by providing for adequate and proper



administration and inspection. The most remarkable reform that is gradually taking place in this respect is that people have changed their attitude towards women which has hitherto placed serious obstacles in the way of women's education.

So, the present study has been carried out to find out the occupational aspiration level among the secondary girl students of Margherita sub-division and also to provide some suggestions for increasing occupational interest among the girl students.

## 5.5 POPULATION

The population of the present study comprises of the secondary girl students of Margherita sub-division including Nepali and Bengali girls only.

## 5.6 SAMPLE

The sample of the present study was selected by adopting random sampling method. The investigator has selected 100 students, 5 teachers and 5 parents from 5 selected schools out of 71 secondary schools.

## 5.7 INSTRUMENT USED IN THE PRESENT STUDY

Questionnaire was used as an instrument for collecting data regarding occupational interest of the secondary girl students.

## 5.8 DATA COLLECTION

The questionnaire had 8 questions and it was distributed among the students by the investigator after having permission of the Principals/ Headmaster of concerned secondary schools. The teachers and parents of the girls were given some questionnaire by the investigator. The responses were taken in written form.

## 5.9 STATISTICAL TREATMENT OF DATA

In the present study, the collected data were analyzed mainly in terms of percentage.

## 5.10 OCCUPATIONAL ASPIRATIONS OF GIRLS

The study revealed that most of the girls were interested in professional and Literacy area. In the field of Agriculture, social and household areas, most of the girls showed below average interest. A good number of girls showed high

interest in professional, commercial areas whereas, in Artistic, agriculture areas showed lower interest. It was also found that 49% of the girls showed high occupational aspiration level and only 1% got below.

### **5.11 PARENTS EDUCATIONAL ASPIRATION FOR THEIR DAUGHTERS**

In the investigation, it was found that most of the parents wanted their daughters to be educated. They were also preferred to complete graduate level.

Most of the parents were interested in Arts. They preferred in Commerce and Science also. But none of the parents interested in technical and vocational courses.

All the parents preferred the girls in selecting the stream of their own for future study. They also interested to give learn something extra besides general education. Some of the parents faced financial problems for developing educational level.

The parents also preferred on extra curricular activities for their daughters. They were interested in Music,

Dance, Sports, Drawing also. But, they are not interested in Handicraft.

### **5.12 TEACHER'S OPINION ON EXTRA-CURRICULAR ACTIVITIES**

All the parents preferred that a vocation is necessary for girls. They preferred that a separate period is necessary for co-curricular activities. Most of the parents preferred the provision for guidance service at school. They also interested that the sports are very necessary at school for developing the extra curricular activities. They are less interested in Handicraft, Drawing, Literacy activities etc.

### **5.13 SUGGESTIONS**

In this section, the present investigator has given some suggestion on the basis of experience gained in the process of entire study which may be useful to increase occupational interest among secondary girl students mainly Nepali and Bengali girls as well as for carrying out further investigation in the same area. In this concern the investigator provides the following suggestions :

1. Adequate curriculum of secondary education according to the need of secondary girl students should be provided.
2. Teachers with adequate background and experience should be specially appointed for teaching vocational education.
3. Participation in NCC, scout-guide camp should make compulsory by the school authority for all the students.
4. Students should provided opportunity to participate in, career oriented courses, guidance and counseling programme under careful guidance of prescribed teacher.
5. Vocational courses like tailoring, painting, cutting-knitting should be included for girls.

The investigator had conducted the research work under certain constraint. However, it is hoped that the study will provide some valuable insight to the area of occupational interest and help for future investigation.

## **CONCLUSIONS**

Today, occupational interest of women are increasing more and more. Now, they are participate in all areas such as political,

social works etc. After independence, social and Economic justice has progressed in this country and so has education of women. The Muslim women are not participating in ever large numbers. The reform movements like Arya Samaj and Brahma Samaj and the congress movements had created a situation in which education of women received a lot of attention ever from before independence. As a result of this private and governmental efforts, education among women has registered distinct progress. Thus, while the percent of literacy among women was only 7%, when the British left as against 15% among men, it has advanced to about 15%, now among them against 35% among men. This however, indicates that progress of education among them is still backward compared to men. There are still only about 17 women along with 31 men in primary schools, one women along with 3 men in secondary schools and about 3 female against 8 males in university and higher education.

So, the attitude of the government and the society willingness is necessary for the development of occupational interest of the girls. On the other hand, it is also the duty of the school that the appropriate facilities and environment should be given achievement.

In the modern world, the role of the girl goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill-health.

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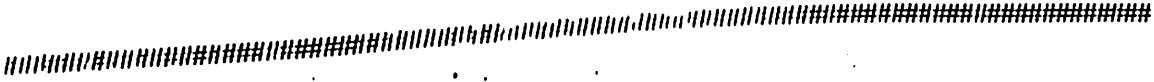


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Akhtar Dr. (Mrs) Parveen R.  
& Goswami Mrs Sadhana



# APPENDICES



## APPENDIX - I

## LIST OF SELECTED SCHOOLS

Sl. No.	Type of Management	Name of the School	Nepali	Bengali
1.	Government	Margherita Public High School	5+5	5+5
2.	Government	Margherita Town High School	5+5	5+5
3.	Recognized	Sankardev Vidyapith High School	5+5	5+5
4.	Private	ST. Mary's School, Margherita	5+5	5+5
5.	Private	V.K.V. School, Borgolai	5+5	5+5

# APPENDIX - II

## QUESTIONNAIRE FOR TEACHERS

Name :

Sex :

Name of the School :

Subject Teach :

### Instructions :

Following are some queries made for your response. Please feel free to put your response. Your response will be utilised only for academic purpose and these will not be made public. Against each query, two options "Yes" or "No" are given. Please put a tick mark in the appropriate box you feel best suitable for you. Again where necessary, please write your response in the blank space just below the question. ( You may attach separate sheet if it required )

1. Do you think it necessary to have a vocation for girls for self establishment ?  
Yes  No

2. a) Do you prefer any specific vocational area for showing interest by the girls ?  
Yes  No

b) If yes, what are the special vocational areas ?

3. Is there any necessity of co-curricular activities for the adolescent girls at your school ?  
Yes  No

4. Are these activities necessary for developing vocational interest in girls ?  
Yes  No

5. a) Are there provisions for exercising these activities at your school ?  
Yes  No

b) If yes, in what areas ? (Please put tick mark)

i) Sports

ii) Music

iii) Handicraft

iv) Drawing

c) If any other, please mention --

6. Are there separate periods for it ?  
Yes  No

7. Do you encourage your girl students to participate in such activities ?  
Yes  No

8. For developing vocational interest in girls, are there special training facilities at your school ?  
Yes  No

9. a) Does the school face any problem in organising such facilities ?

Yes  No

b) If yes, what are those problems ?

10. To help in developing vocational interest in girls, do you think It is necessary to have guidance service at your school level ?

Yes  No

11. a) Is there any provision for guidance service at your school ?

Yes  No

b) If yes, in what areas ? ( Please put tick mark)

i) Sports

ii) Music

iii) Literary activities

iv) Handicraft

v) Drawing

c) If any other, Please mention ---

---

---

---

12. a) In your school, are there teachers who are trained or skilled in special areas ?

Yes  No

b) If yes, do they guide the girls in those areas ?

Yes  No

13. Do the girls want such guidance from the teachers ?

Yes  No

14. a) Have you undergone any training in vocational guidance or such other areas ?

Yes  No

b) If yes, in what areas ? Please mention --

---

---

c) Do you guide the girl students in vocational selection ?

Yes  No

15. Do you think that parent-teacher-association is necessary for developing vocational interest in girls?

Yes  No

16. Do you have parent-teacher-association at your school ?

Yes  No

17. If yes, does these association guide the students in selecting vocational areas ?

---

---

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Thank you

## APPENDIX - III

### INTERVIEW SCHEDULE FOR PARENTS

[ Here are some questions made for your response for an educational survey. Please feel free to respond response will be utilised only in acadamic purpose and these will not be made public.]

Name :

Daughter's Name :

Occupation :

Total Monthly Income :

Educational Level :

Father :

Mother :

1.a) Do you want your daughter to be educated ?

Yes  No

b) If yes, to which level ---

i) H S L C .

ii) H S S L C .

iii) Graduate

iv) Post-graduate and above

c) If any other, please mention ---

2. Which of the following streams you would prefer for your daughter and why ?

i) Science

ii) Arts

iii) Commerce

iv) Technical or Vocational

3. Will you agree with her, if she decides herself in selecting the stream ?

Yes  No



4.a) Do you want your daughter to learn something extra besides general education ?

Yes  No

b) If yes, in what areas ---

i) Music

ii) Dance

iii) Acting

iv) Sports

v) Drawing

vi) Handicraft

c) If any other, please mention -

5. a) Besides text books, are you giving her facilities to develop in these areas ?

Yes  No

b) If yes, what are those --

6. Do you want your daughter to be economically independent ?

Yes  No

7. Do you have any objection, if she accepts any vocation --

Yes  No

8. a) Do you prefer special vocations for girls ?

Yes  No

b) If yes, what are those --

9. What do you want your daughter to be in her future life ?

10. How do you care for and guide her in this direction ?

11. a) Have you faced any problem in this regard ?

b) If yes, what are the problems ?

# APPENDIX - IV

## QUESTIONNAIRE FOR STUDENTS

Consumable Booklet

of

# O A S

Dr. J.S. Grewal  
Professor of Education  
Regional College of Education, Bhopal



M. No. 458715

Name .....

Age .....

Sex .....

Date .....

School .....

### DIRECTIONS

This set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented. Read each question carefully. They are all different. Answer each one the best you can, by placing a Cross Mark ( x ) against the occupation of your preference. Please do not omit any item.

### নির্দেশনা

তলৰ প্ৰশ্ন সমূহ তোমাৰ বিভিন্ন আগ্ৰহৰ লগত জড়িত কৰ্মৰ বিষয়ে উল্লেখ কৰা হৈছে। ইয়াত আঠটা প্ৰশ্ন আছে। প্ৰত্যেকটো বিভাগতে দহটা বৃত্তিৰ ভিতৰত তুমি এটা পছন্দ কৰিব লাগিব। প্ৰত্যেকটো প্ৰশ্নই সৱধানে পঢ়িবা। প্ৰত্যেকটোৱেই বিভিন্ন ধৰণৰ। তুমি সিটোকে উপযুক্ত বৃত্তি বুলি ভাবা তাত (x) চিনেৰে চিহ্নিত কৰিবা। অনুগ্ৰহ কৰি কোনো বৃত্তিতে মিছাকৈ চিন নিদিবা।

### SCORING TABLE

	1	2	3	4	5	6	7	8	Total
Questions									
Raw Score									

Standard Score .....

T. Score .....

Percentile Rank .....

Estd. : 1971

Phone : 63551

**National**  
PSYCHOLOGICAL CORPORATION  
4230 KACHERI QUA, AGRA - 202 004 (INDIA)

**Question 1.** Of the jobs listed in this question, which one is the BEST ONE you are REALLY SURE YOU GET when your SCHOOLING IS OVER ?

প্রশ্ন : ১ তলত উল্লেখিত কোনটো বৃত্তি তোমাৰ শিক্ষা সমাপ্ত হোৱাৰ পাছত তোমাৰ যাবৰ আটাইতকৈ উপযুক্ত মানক ভূমি পোৱাটো নিশ্চিত বুলি

- |   |  |
|---|--|
| 1-01 ..... Lawyer                                 | 1-06 ..... Barber  |
| ১-০১ ..... উকীল                                   | ১-০৬ ..... দাঁপিত  |
| 1-02 ..... Agriculture Inspector                  | 1-07 ..... Psychologist  |
| ১-০২ ..... কৃষি পৰিদৰ্শিকা                        | ১-০৭ ..... মনোবিজ্ঞানী   |
| 1-03 ..... Doctor                                 | 1-08 ..... Motor Mechanic  |
| ১-০৩ ..... চিকিৎসক                                | ১-০৮ ..... মেকানিক   |
| 1-04 ..... Primary School Teacher                 | 1-09 ..... Travelling Salesman for a Wholesale Firm                            |
| ১-০৪ ..... প্ৰাথমিক বিদ্যালয়ৰ শিক্ষক             | ১-০৯ ..... যৰে যৰে কোনো প্ৰতিষ্ঠানৰ বন্দৰ বিহীন<br>বন্দোভা/ভ্ৰাম্যমান বিক্ৰেতা |
| 1-05 ..... Diplomat in the Indian Foreign Service | 1-10 ..... Postman   |

**Question 2.** Of the jobs listed in this question which one would you choose if you were FREE TO CHOOSE ANY of the wished when your SCHOOLING IS OVER ?

প্রশ্ন : ২ শিক্ষা সমাপ্তিৰ পিছত তোমাক তলত উল্লেখিত বৃত্তিসমূহৰ যিকোনো এটা বৃত্তি মুক্তভাৱে নিৰ্বাচন কৰিবলৈ দিলে কোনটো কৰিবা ?

- |                                       |   |
|---------------------------------------|---|
| 2-01 ..... Govt. Contractor           | 2-06 ..... Maid Servant                       |
| ২-০১ ..... চৰকাৰী কন্ট্ৰাক্টৰ/ঠিকাদাৰ | ২-০৬ ..... গৰব বনুৱা                          |
| 2-02 ..... Insurance Agent            | 2-07 ..... Owner-Operator of a Printing Press |
| ২-০২ ..... বীমা কৰ্মচাৰী              | ২-০৭ ..... ছপাশালৰ মালিক                      |
| 2-03 ..... Member of Parliament       | 2-08 ..... Electrician                        |
| ২-০৩ ..... সাংসদ                      | ২-০৮ ..... বিদ্যুৎ বিশেষজ্ঞ                   |
| 2-04 ..... Clerk in an Office         | 2-09 ..... Priest (Pujari)                    |
| ২-০৪ ..... কেৰাণী                     | ২-০৯ ..... পূজাৰী                             |
| 2-05 ..... State Governor             | 2-10 ..... Truck-Driver                       |
| ২-০৫ ..... ৰাজ্যপাল                   | ২-১০ ..... ট্ৰাক চালক                         |

**Question 3.** Of the jobs listed in this question which one would you choose if you were FREE TO CHOOSE ANY OF the wished when your SCHOOLING IS OVER ?

প্রশ্ন : ৩ শিক্ষা সমাপ্তিৰ পিছত তোমাক তলত উল্লেখিত বৃত্তিসমূহৰ যিকোনো এটা বৃত্তি মুক্তভাৱে নিৰ্বাচন কৰিবলৈ দিলে কোনটো কৰিবা ?

- |   |                                      |
|---|--------------------------------------|
| 3-01 ..... Airline Hostess              | 3-06 ..... Restaurant Waiter         |
| ৩-০১ ..... বিমান পৰিচাৰিকা              | ৩-০৬ ..... হোটেলৰ লগোৱা বা পৰিচাৰিকা |
| 3-02 ..... Machine Mechanist            | 3-07 ..... Machine Operator          |
| ৩-০২ ..... মেকানিক                      | ৩-০৭ ..... মেশিন অপাৰেটৰ             |
| 3-03 ..... Captain in the Army          | 3-08 ..... Machine Operator          |
| ৩-০৩ ..... সৈন্য বাহিনী বিষয়ী          | ৩-০৮ ..... মেশিন অপাৰেটৰ             |
| 3-04 ..... Mowite (Dai)                 | 3-09 ..... Mowite (Dai)              |
| ৩-০৪ ..... মোবাইল                       | ৩-০৯ ..... মোবাইল                    |
| 3-05 ..... Supreme Court Justice        | 3-10 ..... Plumber                   |
| ৩-০৫ ..... সূৰ্যমুখী ন্যায়ালয়ৰ বিচাৰক | ৩-১০ ..... প্লাম্বাৰ                 |

**Question 4.** Of the jobs listed in this question which one would you choose if you were FREE TO CHOOSE ANY OF the wished when your SCHOOLING IS OVER ?

প্রশ্ন : ৪ শিক্ষা সমাপ্তিৰ পিছত তোমাক তলত উল্লেখিত বৃত্তিসমূহৰ যিকোনো এটা বৃত্তি মুক্তভাৱে নিৰ্বাচন কৰিবলৈ দিলে কোনটো কৰিবা ?

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 4-01 ..... Novelist            | 4-06 ..... Petrol Pump Attendant      |
| ৪-০১ ..... উপন্যাসিক           | ৪-০৬ ..... পেট্ৰল পাম্পৰ কাৰ্য কৰোতা  |
| 4-02 ..... Soldier in the Army | 4-07 ..... Artist who paints pictures |
| ৪-০২ ..... সৈনিক               | ৪-০৭ ..... ছবি অংকন শিল্পী            |

- 4-03..... Bank Manager  
বংক পৰিচালক  
4-04..... Taxi-Driver  
টেক্সি ড্ৰাইভাৰ  
4-05..... Cabinate Minister in the Central-Government  
কেন্দ্ৰীয় চৰকাৰৰ কেবিনেট মন্ত্ৰী  
4-06.....

- 4-08..... Lady Village Level Worker (Gram-Sevika)  
গ্ৰাম সেৱিকা  
4-09..... Photographer  
ফটো গ্ৰাফাৰ  
4-10..... Coal-Miner  
কয়লা খননকাৰী  
8-10.....

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 years old ?

যেতিয়া তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়স হ'ব তেতিয়া তুমি তলৰ কোনটো বৃত্তি তোমাৰ বাবে আটাইতকৈ উপযুক্ত আৰু প্ৰকৃততে হ'ব পোৱাটো নিশ্চিত বুলি ভাবা ?

- 5-01..... Dentist  
দাঁতৰ বিশেষজ্ঞ  
5-02..... Physical Education Instructor  
শাৰীৰিক শিক্ষা নিশেহজ্ঞ  
5-03..... Scientist  
বিজ্ঞানী  
5-04..... Carpenter  
কাঠ মন্ত্ৰী  
5-05..... Chairman of a Large Municipality  
পৌৰ সভাৰ সভাপতি  
5-06.....

- 5-06..... Wood-Cutter  
কাঠফলা মন্ত্ৰী  
5-07..... News-paper Correspondent  
বাতৰি কাকতৰ সাংবাদিক  
5-08..... Bus Driver  
বাচ ড্ৰাইভাৰ  
5-09..... Steno-Typist to an Officer  
অফিচৰ টাইপিষ্ট  
5-10..... Farm-Worker  
কৃষিক্ষেত্ৰ কৰ্মী  
5-10.....

Question 6. Of the jobs listed in this question which ONE would you choose to have when you are 30 years old if you were FREE TO HAVE ANY of them you wished ?

তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়সৰ পিছত তোমাৰ ইচ্ছানুসৰি নিৰ্বাচন কৰিবলৈ দিলে তুমি তলত উল্লেখ কৰা বৃত্তিসমূহৰ ভিতৰত কোনটো বৃত্তি নিৰ্বাচন কৰিবা ?

- 6-01..... Accountant for a large govt. office  
বৃহৎ চৰকাৰী কাৰ্যালয় হিচাপ ৰক্ষক  
6-02..... Revenue Record keeper (Patwari)  
ৰেভিনিউৰ ৰক্ষণ কৰোতা  
6-03..... College Lecturer  
মহাবিদ্যালয়ৰ প্ৰৱক্তা  
6-04..... Fisherman  
মাছমৰীয়া  
6-05..... Director of a department in State Government  
ৰাজ্য চৰকাৰৰ কোনো বিভাগৰ সঞ্চালক  
6-06.....

- 6-06..... Night Watchman (Chaukidar)  
নৈশ চকিদাৰ  
6-07..... Radio Announcer  
অনাতাঁৰ /দূৰদৰ্শনৰ ঘোষিকা  
6-08..... Police Constable  
পুলিচ কনিষ্টবল  
6-09..... Receptionist  
অভ্যৰ্থনাকাৰী  
6-10..... Railway Signal man  
ৰেল ৱে চিগনেল দিওঁতা  
6-10.....

Question 7. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 years old ?

যেতিয়া তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়স হ'ব তেতিয়া তুমি তলৰ কোনটো বৃত্তি তোমাৰ বাবে আটাইতকৈ উপযুক্ত আৰু প্ৰকৃততে হ'ব পোৱাটো নিশ্চিত বুলি ভাবা ?

- 7-01..... Chemist  
ৰাসায়নিকবিদ  
7-02..... Nurse  
নাৰ্চ  
7-03..... Owner of a farm or factory which employs 100 people  
এশজন কৰ্মী থকা কোনো কৃষিক্ষেত্ৰ বা উদ্যোগৰ মালিক  
7-04..... Shop Attendant  
দোকানৰ আৱহাৰ  
7-05..... District Magistrate  
জিলা ন্যায়াদীশ  
7-06.....

- 7-06..... Shoe-Shiner  
মুচি  
7-07..... Commercial Artist  
ব্যৱসায়িক শিল্পী  
7-08..... Typist  
টাইপিষ্ট  
7-09..... Social Welfare Worker  
সামাজ সেৱিকা  
7-10..... Cloth Presser in a Laundry  
কাপোৰ ধোৱা কাৰখানাত ইষ্ট্ৰি কৰা  
7-10.....

**Question 8.** Of the jobs listed in this question which ONE would you choose to have when you are 30 years of age if you were FREE TO HAVE ANY of them you wished ?

প্রশ্ন : ৮ তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়সৰ পিছত তোমাৰ ইচ্ছানুসৰি নিৰ্বাচন কৰিবলৈ দিলে তুমি তলত উল্লেখ কৰা বৃত্তিসমূহৰ

কোনটো বৃত্তি নিৰ্বাচন কৰিবা ?

- 8-01. .... Farm Owner and Operator  
 ৮-০১..... ফাৰ্মৰ গৰাকী  
 8-02 ..... Railway Guard  
 ৮-০২..... ৰেলৱে গাৰ্ড  
 8-03. .... Engineer  
 ৮-০৩..... অভিযন্তা  
 8-04. .... Door-to-door Salesman of Home Products  
 ৮-০৪..... ঘৰুৱা সামগ্ৰীৰ দুৱাৰে দুৱাৰে বিক্ৰী কৰোঁতা  
 8-05 ..... Airline Pilot  
 ৮-০৫..... বিমান চালক

- 8-06. .... Sweeper  
 ৮-০৬..... জাবৰ জোখৰ পেলোৱা ব্যক্তি /চুইপাৰ/জামাদাৰ  
 8-07. .... Owner of a Small Hotel  
 ৮-০৭..... সৰু হোটেলৰ মালিক  
 8-08. .... Tailor  
 ৮-০৮..... দৰ্জী  
 8-09. .... Cashier in a Firm  
 ৮-০৯..... হিচাপ কৰোঁতা (টকা পইচা)  
 8-10. .... Restaurant Cook  
 ৮-১০..... হোটেলৰ ৰান্ধনী

# QUESTIONNAIRE

তলৰ তালিকাৰ পৰা তুমি তোমাৰ পছন্দ অনুসৰি যিকোনো তিনিটা বৃত্তি নিৰ্বাচন কৰিবা ।  
From the following sheet you select only three vocations according to your interest.

<input type="checkbox"/> 1 অভিনয় <input type="checkbox"/> 1 Acting	Film producing 2 <input type="checkbox"/> চলচিত্ৰ প্ৰযোজনা 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Modelling <input type="checkbox"/> 1 মডেলিং	Photography 2 <input type="checkbox"/> ফটো তোলা কাৰ্য্য 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Beautician <input type="checkbox"/> 1 সৌন্দৰ্য্য বিশেষজ্ঞ	Toy making 2 <input type="checkbox"/> পুতলা তৈয়াৰ 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Drawing <input type="checkbox"/> 1 ছবি অঁকা	Interior-decoration 2 <input type="checkbox"/> ভিতৰৰ সজ্জিতকৰণ 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Editor (News paper) <input type="checkbox"/> 1 কাকতৰ সম্পাদিকা	Editor (Magazine) 2 <input type="checkbox"/> আলোচনী সম্পাদিকা 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Air Hostess <input type="checkbox"/> 1 বিমান পৰিচালিকা	Pilot 2 <input type="checkbox"/> বিমান চালিকা 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Designing cloth <input type="checkbox"/> 1 কাপোৰ ডিজাইন কৰোঁতা	Fabrics 2 <input type="checkbox"/> ফেব্ৰিক কৰোঁতা 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Batik Printing <input type="checkbox"/> 1 বাটিক প্ৰিন্ট	Cutting 2 <input type="checkbox"/> কাপোৰ কটা কাম 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Weaving <input type="checkbox"/> 1 বোৱা কাৰ্য্য	Drug Inspector 2 <input type="checkbox"/> ড্ৰাগ পৰিদৰ্শক 2 <input type="checkbox"/>
<input type="checkbox"/> 1 Sports Service <input type="checkbox"/> 1 ক্ৰীড়া বিষয়ক	N. C. C. Service 2 <input type="checkbox"/> ৰাষ্ট্ৰীয় শিক্ষার্থী বাহিনীৰ সেৱা 2 <input type="checkbox"/>

Nursery ফুল গছৰ গুটি, পুলিৰ ব্যৱসায়	Police Officer আৰক্ষী বিষয়া
Receptionist কোনো অনুষ্ঠানৰ অভ্যর্থনাকাৰী	Poultry Farming হাঁহ কুকুৰা পালন
Radio Announcer অনাতাঁৰ ঘোষিকা	Dairy farming গাখীৰ ব্যৱসায়
Postal Service ডাক সেৱা বিষয়ক	Seri culture বেচম শিল্প বিষয়ক সেৱা
Naval Officer নৌ সেনা বিষয়া	Advertising বিজ্ঞাপন
News Reader (Radio) বাতৰি পঢ়োতা	
News Reader T. V. বাতৰি পঢ়োতা দূৰদৰ্শন	
Demonstrator ডেমনষ্ট্ৰেটৰ	
Treasury Officer কোষাগাৰ বিষয়া	
Choreographer নৃত্য পৰিচালিকা	
Hotel Management হোটেল পৰিচালিকা	