

**Occupational Aspiration of Girls Student
Studying in the Secondary Schools
of Dibrugarh District
of Assam**

*Minor Research Project Sponsored by U. G. C.
No. 9.3-109/2007-DR(MRP/NERC)*

By

**DR. MONSOON HATIBORUAH
DEPARTMENT OF EDUCATION
DULIAJAN COLLEGE
DULIAJAN 786 602
DIST. DIBRUGARH
ASSAM**

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**(DR. MONSOON HATIBORUAH)
DEPARTMENT OF EDUCATION
DULIAJAN COLLEGE
DULIAJAN 786 602
DIST. DIBRUGARH
ASSAM**



DULIAJAN COLLEGE

P. O. DULIAJAN - 786602
DIST. DIBRUGARH, ASSAM

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TO WHOM IT MAY CONCERN

This is to certify that the dissertation entitled "Occupational Aspiration of Girls Studying in the Secondary Schools of Dibrugarh District of Assam" which is being submitted to U.G.C. by Dr. Monsoon Hatibaruah, Lecturer - Duliajan College, for the MRP No. F. 5 -109/ 2007-08 (MRP/ NERO). It has not been submitted before for any MRP anywhere.

Dr. Monsoon Hatibaruah has complied with all the requirement as laid down in the regulation in force.

(DR. A. K. GOGOI)

Principal,
Duliajan College
Principal
Duliajan College

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Dated, Duliajan



Dr. Monsoon Hatiboruah
Deptt. of Education
Duliajan College
Duliajan

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CHAPTER - I

INTRODUCTION



Occupational Aspiration of Girls Student Studying in the Secondary Schools of Dibrugarh District of Assam

Chapter : 01

1.01 : INTRODUCTION

Occupational Aspiration is usually meant what an individual considers to be the ideal occupation for him. Occupations may be defined as relatively continuous patterns of activities that provide individuals a livelihood.

Occupation is defined by the new International Webster's Student Dictionary as "one's regular, principal, or immediate business". It also means the state of being busy. It indicates one's occupation, business or work in which one is regularly employed or engaged.

Now a days various occupational subjects or occupational specialization are increasing constantly. The demand of such specialization requires formal training in knowledge and skills. Education now becomes an important condition for getting occupational opportunities. For every young child, the world of work is remote but at the age of 14 or 15 years a young person becomes aware that school life in many ways is a preparation for his/her future life. It is not desirable that, he/she should at this stage select a particular job and it is also unwise to be too specific. However, he or she should think about the future and therefore, it is necessary to provide proper occupational motive and strong educational force so that girls can plan their future courses.

The secondary level signifies the completion of an educational as well as a development maturational unit. At the end of this stage the individual

is expected to assume the responsibility for deciding the direction of her/his future personal and vocational life. At end of Class X, pupils should have acquired enough knowledge and skills in order to make a right decision whether to choose the academic or occupational stream, and also the courses or occupations to be studied in detail. From the point of view of both the individuals and the society, it is the secondary level that educational, personal and occupational guidance assumes a significant and unique role. So emphasis on occupationalization of education is a welcome development as it establishes a vital link between education and productivity and eases pressure on higher education.

1.02 : OCCUPATIONAL ASPIRATION AND EDUCATION

Adolescence period is the development of various types of interest such as social interest, recreational interest, personal interest and occupational interest. Adolescent psychology has revealed that interests of both boys and girls widen to a great degree. Boys begin to take interest in scientific pursuits, girls became interested in fine arts, music, dancing, painting and home science etc. The general interest of the adolescent is outward to the world of nature, men and things.

Adolescence is the period of emerging and developing occupational interest and striving towards economic independence. The choice of occupational is an important decision a person must make for himself. Occupational interests and choices do not appear all of a sudden during adolescents, but as a result of developmental process. Since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision - making is basically irreversible. The choice of future career by adolescents significantly affects their future social relationship in the society, and indirectly progress of the country. D. E. Super, in his review of

String's book on "Vocational Interest of Men and Women" states "...that pattern of vocational interest begins to be clear-cut in adolescents and remain fairly stable throughout life...".

There are several factors affecting the choice of future career of the students-

1. Parents sometimes thrust their aspirations upon children. Child development studies have proved the powerful influence which the thwarted ambitions and frustrations of the parents have on the occupational aspiration of the individuals. Vocation being the implementation of the self-concept, when parents fail to achieve it during their own career, they seek it through the choice of career for the children.
2. The community residence of the children may affect his or her occupational aspiration.
3. Sex differences make great differences in the choice of occupation in our country. Parents also make great differences because they do not permit their daughters to opt for certain professions.
4. Students are lead to make their occupational choice by the prestige, income and social recognition to the profession by the society.

Moreover, socio-economic class, intellectual level, availability of occupation and many other factors are important which affect the choice of career of the students. According to E. F. Peters, "Family is the greatest single agency in determining vocational choice".

School has an influence on occupational aspiration. Hobbies and boyhood occupations are vital instruments in occupational selection. Occupational aspiration is a complex phenomenon resulting from a multiplicity of conditions. Family influences are more effective factors determining interests, and abilities are least effective factor determining occupational aspiration.

Girls, as a rule, decide on their occupations later than boys because there is less pressure on them to choose a career. Hartley and Hartley (1958) give the following advice with regard to choosing a occupation -

"Each occupation requires a characteristic pattern of abilities, interest and personality traits. Women differ from men and also from each other in abilities, interest and personalities and qualities. Girls by nature are interested in less active, less dangerous and less adventurous occupation than boys". To Hurloke (1995), girls' occupational aspirations are more homogeneous than boys.

However, it is necessary to diversify and occupationalise the secondary education. If a large number of pupils are diverted to courses of occupational character, it will reduce pressures on higher education as well as the growing unemployment among the educated youths. But at present, the enrollment in the occupational courses is very low. Occupational awareness and reaction should permit the entire school curriculum on order to relate education to life, needs and aspirations of pupils and national productivity.

1.03 : OCCUPATIONAL GUIDANCE AND SECONDARY EDUCATION

Occupational assistance involves the discovery, awareness and affirmation of the individual's own strength. As a function of the school, occupational guidance begins at that point in the individual's life when he

finds it necessary to make choice that have some bearing upon what he would be doing after leaving school. This situation arises as soon as the child is confronted with the problem of choosing curriculum subjects, which have definite vocational implications. Any act or procedure which is for the definite purpose of aiding the individual to make a wise choice when this situation arises is part of the occupational guidance process, whether it takes place at the time of the choice or years earlier. Usually the choice is the result of an accumulation of influences of various kinds covering a considerable periods of years. Here lies the need for developing, continuous and comprehensive programme of occupational guidance starting from earlier stages and carrying it on right through college. Not only that it will follow the individual until he makes satisfactory progress in the occupation, which he takes up.

Occupational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individual, make decisions and choices involved in planning a future and building a career - decisions and choices necessary in effecting satisfactory occupational choices.

Occupational guidance has become one of the important functions of the educational structure. The guidance service is needed in schools to enable students to make proper choices at various stages of their educational career. There is need for systematic educational and vocational guidance for exploring the vocational interests of the children and stimulating them to have such interests if they have none. Because without interest ability may be wasted. An individual may not be fully aware of his or her interests and their relative strength and in some instance, he or she may be unfamiliar with the variety of occupations that fit his or her occupational preferences. In our country great revolution is taking place in socio-economic and educational

fields. These revolutionary changes make it imperative to provide proper guidance to adolescents to take decisions about their future career.

Right interest and aspiration in the period of adolescence and proper guidance will go a long way not only in the healthy development of the adolescent in to adulthood but also in social harmony as well as economic development. But today thousands of young men and women go to college without knowing why they go for higher education and what subject to study. If proper occupational guidance had been given to them in the high school itself, the meaningless rush in colleges and the futile pursuit of learning would disappear.

Occupational guidance is properly an integral part of an educational programme. It is at the same time a specialized part of that programme. Its function is different from those of teaching and other school activities. As a specialized function, it is characterized by a body of knowledge and techniques of its own. Thus it requires special preparations just as truly as the work of school physicians. All teachers have certain responsibilities in relation to occupational guidance, just as they have in relation to the health problem of the school, in which they work. But beyond this there is needed a specialized occupational guidance service for which special preparation is necessary.

Supplying youth with information concerning occupation needed depend on how far the youth has progressed toward his choice of occupation before choosing a particular occupation concerning a few occupations that interest him most.

Occupation information is worthy of a place as a separate subject in the secondary school curriculum. Usually when taught only in connection with

English, social studies, practical arts, or some other regular subject the teacher slight occupational information. Teachers of this subject require special preparation.

Detailed study of a large number of specific occupation by all members of a class is undesirable. It is better for each member to study a few occupations of interest and report to the class.

In addition to providing for study of occupation as a special subject, every subject teacher in the secondary school should be expected to assist the pupils to obtain significant information concerning the occupations, which are closely related to the subject. Student should know more about the opportunities and requirements of these occupations than anyone else connected with the school. The class itself can be used to good advantages in gathering up-to-date information concerning local occupation.

Secondary education is generally expected to start a way of initiating a differentiation process on occupational sequences. This processing takes a form of either -

- a) Introducing a pre-occupational/occupational programmes following upon the foundation of general education acquired in the primary circle, or
- b) Continuing a pre-occupational sequence or course provided in primary education through various occupational programmes.

The first approach usually emphasize skill training and there might be little or no occupational awareness programme preceding it.

In the 2nd approach the main emphasis is mostly on generating a general awareness of the world of work and skill training is postponed until the post-secondary years or carried out in secondary education as long as a high degree of transferability of skills is ensured.

In developing countries, most students leave school at the end of compulsory primary education. Only a small proportion of the student population attends secondary education. Occupational education or courses often closely linked with the school or social environment. In rural communities, agricultural production units may be established and in urban settings industrial production units. This reflects the prevalent need of developing economies for skilled worker in agriculture and crafts.

In 1952 the Secondary Education Commission established multipurpose schools at some places in the country. The commission provided for seven streams at the secondary stage - humanities, science, agriculture, commerce, technical, fine arts and home science. The Kothari Commission (1964-66) has emphasized work experience in education to promote the all-round development of the individual. The commission had given emphasis on introducing vocational courses at the secondary stage and states - "We visualize the future trend of school education to be towards a fruitful meaning of general and occupational education." The commission had proposed that by 1980, 50% of all the students studying in senior secondary schools would take up a occupational course.

The recommendation of National Review Committee on Vocational Education (1978) are as follows -

1. The students should be free to offer either the general education or vocationalised courses or a mix of both.

2. Learning must be based on work either through socially useful productive work or through vocationalised courses.
3. Occupational courses should be provided in agricultural and related rural occupational areas and in managerial, commercial, health and paramedical vocations and not industrial and engineering occupation.
4. Books should be written in a priority basis to suit local conditions and make available to the schools in agricultural and related subjects.
5. Semester pattern and credit system may also be introduced in higher secondary classes.
6. Both pre-service and in-service teacher education should be organized in collaboration with college of education, SCERT, NCERT, Agricultural Universities etc.
7. A National Council of Vocational Education should be set up, an State Council for Vocational Education be created which will function under the general guidance of National Council of Vocational Education.

Again the NPE (1986) recommended the targets of covering 20% of enrollment at +2 stage in vocational courses, by the year 1995 and 25% by 2000.

Realization of self or development of personality is the primary aim of education in a democratic setup, where every man has to earn his or her livelihood through his or her own efforts. Students should thought to develop professional efficiency requiring the information and knowledge of

the work, choice of occupation, occupational adjustments etc. Education therefore must prepare the child for some future profession, calling or trade.

Thus every individual must be given an opportunity to make his or her own choice while adopting an occupation or vocation. That occupation will be better and suitable for an individual in which he is interested. The interest in work will increase one's efficiency and ultimately lead to the vocational adjustment. So, different types of occupation should be arranged for boys and girls. The industrial training centers, polytechniques, women polytechniques, and other vocational schools (commercial, agricultural, paramedical etc.) serve to provide the ongoing training at secondary and higher secondary stages of education.

1.04 : IMPORTANCE OF OCCUPATIONAL GUIDANCE IN SECONDARY STAGE

Secondary education is the link between primary education in one hand and higher education on the other. The Board of Secondary Education, Assam (SEBA) was established in 1962 with the purpose of regulating, supervising and developing the secondary education in the state. The secondary stage helps the pupils in many ways:

1. Helping pupils according to their occupational assets and liabilities through a self-inventory service, the guidance programme should assist the pupils to appraise their abilities, aptitudes, interests and personality qualities. The pupils should be helped to 'measure' themselves - their assets and liabilities.
2. Helping pupils to be familiar with occupational implications of different objects to be studied in the secondary schools.

3. Helping pupils to be familiar with different occupations and their requirements. For some successful adjustment to the world of work, pupils should be helped to be familiar with occupation and their requirements. The pupils should be made familiar with the employment situation in the country, the job trends, requirement of different jobs as period of training, enrollments, condition of work, future prospects etc. The knowledge will be of great help in making adjustment, and make proper plans for future.

The major responsibility of the guidance workers is to bring complex reality in to focus and to help the individual to evaluate both his opportunities and his limitation. So that transition from secondary school to the academic or vocational stream of higher secondary school or junior college is facilitated.

4. Helping pupils to prepare themselves for entry in to the careers of their choice. As quite as few students will step into the working life, they will have to be provided with information about the training facilities sufficiently in advance to avoid inconvenience.

5. Helping pupils to get a suitable job. A good programme of vocational guidance should help the pupils in "getting" a good start in the profession. For this, it is necessary that they should keep themselves in touch with employment exchange so that they are in a position to give adequate information to school-leavers as to the jobs available.

The public generally is more ready today than at any time in the past to support an educational programme rich in its vocational aspects for the youth. There is every reason to believe that vocational education will continue to expand and will take a large place in programmes of public education. It seem likely that this expanding vocational preparation will be broader than it has generally been in the past, that will be cornered with the way of life of the

industrial worker, the farmer, the business worker and at home maker as well as with proficiency in doing the things of particular occupation, and that social and economic aspects of the occupation to which the workers belong will be given greater emphasis.

1.05 STUDENTS' OCCUPATIONAL CHOICE AND DECISION-MAKING

A student makes an occupational choice if he/she expresses the intention to enter a particular occupation. An occupational choice results from a combination of factors. These include the student's opportunities to explore activities in the early school years, success in these activities, encouragement by others to continue, and later opportunities to fulfill the job demands to enter into the world of work.

1.06 GENERAL PRINCIPLES OF OCCUPATIONAL CHOICE

The following are the general principles on which occupational choice is based :

1. There are limits on career options

A particular occupation is not just a matter of choosing what we want to do, we also have to persuade schools, colleges, and employers, to choose ourself for such a work. Therefore, our career options will be limited to some extent by our personality, abilities, financial resources, fluctuations in the economy, and the job market.

2. We have the potential for success in a variety of occupations

People have considerable potential. There are thousands of different occupations to choose from. Therefore, we do not expect to find one job that fits us perfectly and provide us with complete satisfaction, since we may spend our entire life searching for it.

3. Occupational choice is a developmental process extending throughout life

Occupational choice involves not a single decision but a series of decisions throughout life. A retired officer, for example, may consider the next occupational decision for his future life.

4. Some occupational decisions are not easily reversed

Once we invest time, money, and effort, in pursuing a particular career, it may not be easy to change direction. This highlights why it is important for us to devote systematic thought and planning to making an occupational choice.

5. Occupational choice is an expression of personality

Occupational choice is the matching of our personal characteristics with an occupation. Hence the first step in systematic career planning is self-examination of our abilities and personality.

Occupational counseling assists the student to integrate the information about the occupational world, and to develop a plan for career development. The students must possess an understanding and acceptance of their personality, interest, attitude and background.

1.07 Significance and need of the study

Secondary education is the most important stage for the development of education of a country. It covers the adolescent period of life of the students. Secondary education helps the students to mould their character and personality, and thereby become a suitable member of the society. It also helps to develop their talents, capacities, interest, attitude and extend knowledge, and helps to bear the economic responsibilities creditably. In this period students need encouragement and guidance to develop their interest in different areas, because it is a stage of development of various interest. It is also important because after completion of this stage of education every student has to select one particular course for future study. So if we are able to give them proper encouragement and guidance for development of their interest, then it will help them to achieve success in future. Thus in this period the need for educational and occupational guidance is very necessary, so that the students will be able to think and prepare themselves to select for a occupation according to their interest and abilities.

After completion of secondary education, it is very important for the students to make a right decision whether to choose the academic or occupational course. So, it is at the secondary level that educational, personal and vocational guidance assumes a significant and unique role for both individual and the society, and to make students aware about the different occupations.

Occupational development of girls is an important consideration of this study. Women are obviously a valuable resource in the world of work, a resource that has remained poorly utilized. This being felt at national level, so emphasis is given to encourage the girls to explore different areas of occupations. That is why greater attention has to be paid to the development

of adolescent girls so that they can develop self-image, self-esteem, self-establishment and shared responsibilities by inculcating different occupational aspiration. The present study will be significant in improving occupational aspiration of the girls in accordance with their interest and also to provide occupational guidance for selecting appropriate occupation for their future.

Bhatnagar (1983), Kakkar (1983), Singh (1984) reported that the main factor that influence occupational choices of the students is their interest on that area. Sungoh (1984), Singh (1991) found that there was no significant difference in the attitude towards vocationalization of education between pre-university male and female students. Mangat (1988) reported that intelligence was significantly related various areas of vocation. Socio-economic status exhibited a significant relationship with all the areas of vocational maturity. Socio-economic status and academic achievement are inter-related. Salami (2003), Downing (2006) reported that vocational interest could not significantly differentiate between high and low academic achievements.

It has been evident that occupational aspiration depends upon socio-economic status, scholastic achievement, and teachers and parental guidance. The use of the guidance facilities available in the schools helps in the development of vocational interest of the girls.

In matters of education, the girl child is discriminated again. Here education is at the most a matter of peripheral concern even in an enlightened family. But the male child is found receiving the primary attention from their parents. The status of women sought to be determined by a number of parameters, which include women's level of educational attainment, attainment in professional services, access to modern occupations, participation in

intellectual life of the community, political participation and cultural attainment. Our challenge of today is finding a way of work with those groups, which set the goals for girls. Girls who have goals and need help in achieving them, the greater need is to reach indirectly to the girls who do not have motivation for participating in the challenges for our society.

The destiny of a nation is moulded and fashioned through its education. In this, the education of women has a strategic importance. The significance of education of women cannot be over-emphasized. Women education in our country passed through several stages of development. In the Vedic age, equality was given to the women. They enjoyed special opportunity and freedom. Both boys and girls received education in Ashramas and Gurukulas. But in later times education of women was given low priority and introduction of early marriage acted as a grievous pitiful on the way of education. During the days of Muslims the women rotted behind the "purdah" and were not allowed to mix with men. Further their condition deteriorated by the observance of the institution of "purdah". Due to their economic dependence on man they come to be regarded as the bonded slave to men.

The change came in after Hunter Commission's Report (1982) while examining the condition of women's education, the commission remarked - "Female education is still in an extremely backward condition and need to be fostered in every legitimate way". As a result special attention was paid to the development of women's education, both by the Government and the private bodies. Due to the political and social awakening in the country, the social status of women had begun to show an upward trend and their role in socio-political field had begun to be recognized. In social reform and political awakening, many women took active part and did pioneering work. Under the guidance of Dr. Annie Besant and Mrs. Margaret Cousins, the "All India

Women's Association" was founded in the year 1926. This organization championed the causes of women education and demanded equality of educational opportunities of their social position. However, the greatest stimulus to women's cause came from the national movement launched by Mahama Gandhi. He opined that there should be no distinction in equality of status between men and women in society. Consequently, the number of girl students considerably rose in various educational institutions. The long-standing attitude of differential treatment towards women education began to gradually disappear.

The education of girls and women is an integral part of national development. Apart from being a wife and mother, a woman must play a positive role in the country's planning and progress and she must develop her own talent. She has then to achieve her two roles of wife and mother, and a worker to her country and she can only do this with the mutual co-operation of educational set-up of the country and herself. Our girls have all the potential qualities - both mental and physical, but these will have to be nourished and cherished until they grow into the full and glorious womanhood.

Formerly in our own country, the attitude of women towards vocation has been less serious because "career" was considered as a lifetime occupation for men, and temporary or voluntary occupation for women. However, the position has now changed. Now girls aspire for vocations, which will give them satisfaction. In doing a job well, they will find an outlet for their creative energies and emotions along constructive channels. To achieve that, girls need to be received some preparation for vocation in school. So in this study the investigator tries to know the vocational interests of adolescent girls. Girls should be given opportunities considering their vocational interests

for enrollment in vocational courses to take part in the social and economic life of the community.

The investigator selected such studies because it will be easier for the planners of educational programmes to introduce suitable occupational courses for girls in the post-secondary level after knowing the different occupational aspiration of this category of human being. After acquiring information and knowledge from the available research studies regarding occupational aspiration, it is decided to make an attempt to study the occupational aspiration of the girls. It is very important to know the occupational aspiration of the girls in this particular area so that guidance and counseling may be provided to the girls according to their interest for future success in different occupational areas. For that purpose it makes an attempt to incorporate the occupational aspiration come out from the study in co-curricular area, at the time of implementing adolescence education in Assam.

Thus, the present study will be significant in improving occupational solution for various jobs by the secondary school girls in accordance with their aspirations and also to provide occupational guidance for selecting appropriate occupation keeping into consideration the individual's future success.

1.08 Title of the Study

The title of the present study is "Occupational Aspiration of Girls Students Studying in the Secondary Schools of Dibrugarh District of Assam".

1.09 The objective of the study

1. To assess the level of occupational aspiration of girls in the secondary schools of Dibrugarh District of Assam.

2. To compare the vocational aspiration of rural and urban girls.

1.10 Hypothesis

There is no significant difference between rural and urban girls as far as their occupational aspiration is concerned.

1.11 Definitions of the terms

Occupational Aspiration - Occupational Aspiration is a tendency to select certain occupations in a to certain others.

Secondary School - Secondary school as used in this study, includes all higher secondary and secondary schools, which offer the curriculum prepared by the Board of Secondary Education, Assam (SEBA). The students of these schools appear in the H.S.L.C. examinations conducted by the SEBA.

1.12 Delimitation of the study

The delimitations of the present study are as follows :

1. This study is confined to only Dibrugarh District of Assam.
2. Attention was paid to girls' students of Class X only.

However it is expected that the result of this study will also be applicable for all the girl students of Assam studying in schools under both SEBA and CBSE.



CHAPTER – II

REVIEW OF RELATED LITERATURE



Chapter : 02

Review of Related Literature

2.01 INTRODUCTION

In this chapter A brief review of the researches which have a bearing on the problem under investigation has been presented. The researcher had gone through the various research articles, thesis, dissertations, abstracts, journals etc. It was observed that in comparison to other states, a negligible number of studies in the present context have been conducted in Assam. Some of the relevant findings of the studies are furnished under the following headings.

2.02 STUDIES RELATED TO OCCUPATIONAL ASPIRATION

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 status students were having more problem in home, academic, vocational and social areas than the high or middle socio-economic status students.

Bhatnagar (1983) studied on occupational choices of adolescent girls and factors influencing them found that girls had diversified occupational choices. The highest factor influencing occupational choices was 'interest' and this is followed by serving humanity, society, serving poor, serving sick, disabled to see different places oneself and to be a model for youngsters. This study revealed that only ten percent of the girls are able to make occupational choices in accordance with their vocational interest. It was also found that there is no significant difference amongst urban and semi-urban girls in case of their occupational choices and vocational interest. But girls belonging to higher income group were found to have more interest in their occupational choices and vocational interests.

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 courses. School achievement was negatively correlated with occupational aspirations 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 Angami high school pupils, both in their 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.

Sungoh (1984) in her studies on educational and vocational aspiration of girls in pre-university classes in Shillong and attitude towards vocationalization of educations in East Khasi Hills reported that there was no

significant difference in the attitude towards vocationalization of education between pre-university male and female students, rural and urban students, commerce and science students, but difference was significant between tribal and non-tribal students, commerce and arts students, and arts and science students.

Dabir (1986) made an investigation to the study of Vocational Aspiration as a function of aptitudes and motivational pattern among the boys and girls studying in 9th, 10th and 11th 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 the students. The socio-economic status of boys as well as girls contributed most considerably to vocational aspiration.

Gogat (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 governments. 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 Interests 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 interests. It was also observed that occupational choices and vocational interests 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 aspirations 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 Kohima 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 students from parents with moderate or low qualification. In case of school academic component of self-esteem, it was found that this did not bring about any significant differences either in the educational or vocational aspiration of students when classified as low moderate and high groups. In general, it was found that higher the components of self-esteem, higher was the educational and vocational aspiration of students.

Hargrove, Creagh and Burgess (2002) have argued that family variables interface with career development process. Many researchers' findings 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 interests 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 adolescent's 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 aspirations of women. Parents' gender role attitudes influence girls' career aspiration.

2.03 STUDIES RELATED TO OCCUPATIONAL ASPIRATION AND TEACHERS & PARENTAL GUIDANCE

The studies of Kurtz and Swenson (1951), Campbell (1952), Floud (1957), Carillo (1957), Fraser (1958) supported the view that scholastic achievement of the students was associated with parental guidance, influence and relationship with the child.

Adual (1957) found that very few schools of U. P. provided separate library and reading rooms. The main source of income for the library was the school fees, and some libraries did receive books on donation from various agencies.

Gowan (1966), Hattwick and Stowell (1963), Mannin (1962), Douglas (1964) and Sewell and Shaw (1968) also reported that parental guidance and encouragement had an important bearing upon school performance of the children.

The National Child Development Study (1967) had pointed out that the academic achievement had a positive relationship with parental interest in the education of their child.

Sinha (1970) made a study on the problems of secondary schools in Bihar and found that there were no facilities for vocational subjects and trained teachers for various vocations. They also found that playground and other basic facilities in the school were unsatisfactory.

Dasgupta (1972) revealed that school guidance services needed more social acceptance. A large number of guardians were quite guidance conscious. The attitude of the heads of the institutions, career-masters, other teachers and pupils towards school guidance services seemed to be quite satisfactory.

Mantra (1972-73) studied the problem of secondary schools in and around Guwahati area. The study revealed that the condition of secondary schools were in a pitiable condition. Many schools of Guwahati work under considerable financial crisis so they can not provide vocational subjects and proper facilities for the students which is very necessary for academic achievement.

Reddy (1975) studied the four areas of home environment that is, (i) parental value on education and academic achievement, (ii) emotional climate, (iii) parental encouragement and (iv) educational facilities available in the home. He found home environment to be more prominent as potential predictor of academic achievement after intelligence of the students.

Vanarase (1976) found the parental care was one of the determinant factors, which affected the scholastic achievement of the students. It was observed that student's performance was better when he was encouraged by the parents.

Comb's (1977) study revealed that mothers in the home appeared to be the greatest single influence on reading aptitude, which was significantly correlated to reading achievement.

Chopra (1982) reported that parents from higher socio-economic class gave creative help and encouragement to their children.

Lupton (1983) found that parents of high achievers tended to be success oriented themselves and they exert pressure to successes on their children whereas parents of low achievers generally displayed characteristics towards opposite end of the continuum. It also found that parents of high achievers more frequently provided richer learning environment and they exert pressure on their children to achieve.

Mouji (1983) found that junior college students face educational and vocational problems. They had to face difficulties due to absence of guidance at school and college level. Due to the absence of vocational education in secondary stage, everybody joined in the academic stream for further study.

Gupta (1985) found that overall guidance programme was not only very effective, but also very helpful in developing better self-understanding among students. It was suggested that orientation of teacher and principals for their better co-operation in guidance programmes.

Kamat (1985) found that there was significant improvement in achievement of students because of coaching. Self-concept is a developmental aspect of personality and it could be improved through improvement in academic achievement.

Tripathi (1986) found that female pupils needs more public attention. Parents' education was highly related with personality development. Educational and financial guidance is very necessary for the development of female pupils in the field of vocations.

Premlata (1984) found that adolescent as a group had a large number of problems. These were related to physical development, intellectual development, emotional development and moral development. Parents were ignorant about the problems found by the children. Teachers were also not in a position to identify the problems faced by the students. It was why the counselor who had been able to resolve most of the problems faced by the children.

Deshpandey (1984) found that there was not much difference in respect of specific trends of institutional environment in the high and low achieving schools.

Gupta and Verma (1985) found that the average number of teachers both trained and untrained was more in schools showing consistently above average results than those showing below average results.

David Akinlolu Adeyemo (2004) studied on parental involvement, interest in schooling and school environment as predictors of academic efficiency of secondary school students in Oyo State, Nigeria, found that parental involvement affect the academic efficiency of the students. It reveals that school physical facilities help the students for preparation of future vocations. Parental involvement and creation of environments will help to foster the children's interest and develop high academic efficiency. Both the home and the school have the responsibility of improving their psychophysical environment of the making the home and the school child-friendly, as these are pre-requisite for enhancing the academic self efficiency of the children.

From the above research studies, it become evident that good academic achievement and vocational interest depends upon teachers' guidance available in the school. The use of the guidance facilities available in the schools help for the development of vocational interest of the girls for better academic performances of the students.

From the studies, it was found that parental encouragement has positive effect of scholastic achievement of the children, parental interest, positive attitudes, and encouragements were found to help very much on the achievement of their children. Home environment showed a significant difference between the high and low achievers.

2.04 STUDIES RELATED TO OCCUPATIONAL ASPIRATION AND SOCIO-ECONOMIC STATUS

Only a very few studies have been carried out on the relationship between occupational aspiration and socio-economic status. Therefore, the studies which are slightly related to the above-mentioned area are also included here .

Cattle (1942), Hollingshead (1959) considered occupational interest as a basis of socio-economic status. They also found occupation, educational level of the family to be determinants of social positions. These factors influence on the vocational interest of the girls.

Sims (1952) used indices like education of parents, occupation of parents, possessions of telephone, books etc. to assess socio-economic status.

Sukhendra (1967) revealed that there was positive relationship between socio-economic background as represented by the level of parental occupation and academic achievement of the students.

Duncan and Duncan (1968) have identified occupation and current occupation to determine socio-economic status of the minorities.

Hodge and Truman (1968) included the following factors namely father's income, main earner's occupation, respondent education, father's education and occupation and mother's education to assess social status.

Bisht (1972) studied on educational aspirations in relation to socio-economic conditions found that size of the family, educational and recreational facilities were the factors influencing educational aspirations of the adolescents.

Anand (1973) found among the higher secondary students that the relationship between socio-economic status and academic achievement existed even when the influences of intelligence of non-verbal as well as verbal type was partialled out.



CHAPTER – III

METHODS AND PROCEDURE



Chapter : 03

Methods And Procedure

3.01 INTRODUCTION

This chapter pertains to the method and procedure used in carrying out the present study. This chapter has been conveniently divided into several sections dealing with selection of the sample, description of the tool used, the manner in which the data were collected along with the technique of scoring, the organization of data and procedure for analysis of data.

3.02 DESIGN OF THE STUDY

The design of the present study was selected keeping in view the specific objectives of the study. The method followed in the present study is the Descriptive Study Method.

3.02 SELECTION OF GEOGRAPHICAL AREA

The scope of the problem covers the Dibrugarh District of Assam. It consists of seven constituencies. There are 13 private, 2 government, 99 provincialised and 36 ad-hoc secondary schools in the Dibrugarh District.

3.04 POPULATION

The population of the present study comprises of all the girls studying in Class X of the Secondary School of Dibrugarh District.

3.05 SELECTION OF SAMPLE

Students, teachers and parents were selected from a sample of secondary schools of Dibrugarh district through Proportionate Stratified Random Sampling.

3.06 THE SAMPLE OF SCHOOLS

In the present study, all the schools having girls will be selected. Following are the total number of provincialised schools selected for the study in constituency-wise:

Table - 1

Distribution of Sampled Schools

Sl. No.	Name of the Constituency	Total no. of schools	Sample (selected)
1.	Dibrugarh	18	05
2.	Chabua	07	02
3.	Lahowal	12	03
4.	Tingkhong	15	04
5.	Duliajan	14	04
6.	Naharkatia	13	03
7.	Moran	17	04

Out of the number of constituency around 25% of the school under each constituency were included in the Sample through stratified random sample technique

3.07 THE SAMPLE OF THE STUDENTS

All the girl students of Class X of the 25 sampled Secondary Schools were included. From every school 20 girls from Class X were selected randomly. The total number of girls from 25 schools were 500. Table - 2 shows the sampled students in the schools in constituency-wise.

Table - 2

The Sampled Students Constituency-wise in the Secondary Schools

Sl. No.	Constituency	No. of Schools	No. of Students
1.	Dibrugarh	05	100
2.	Lahowal	03	60
3.	Tingkhong	04	80
4.	Chabua	02	40
5.	Duliajan	04	80
6.	Naharkatia	03	60
7.	Moran	04	80
Total		25	500

3.08 TOOLS USED IN THE STUDY

The "Occupational Aspiration Scale" constructed and standardized by Dr. J. S. Grewal, Prof. Of Education, Bhopal, has been used to collect data in this study.

3.09 OCCUPATIONAL ASPIRATION SCALE

The occupational titles for each item have been used only once in the scale. Responses are scored with the help of a scoring key. The score of each item ranges from '0' (lowest) to '9' (highest).

A score of '9' indicates that a job from among the highest eight prestigious occupations has been preferred and a score of '0' indicates that one of the lowest eight occupations has been preferred. An individual's score for the whole inventory ranges from 0 to 72.

3.10 ADMINISTRATION

The OAS can be administered in a group-testing situation. The Eight items are prefaced by set of written instructions, which the tester

reads over group at the beginning of the test period. The instructions and the first item are reproduced below:

3.11 INSTRUCTIONS

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.

It should be emphasized to the respondents that there are no "right" or "wrong" answers, and that they are not bound by a time limit. Half an hour is sufficient time for the administration of the test. This includes both the instruction and response time.

3.12 SCORING INSTRUCTIONS

All the eight items are scored in the same way. There are ten alternatives for each question. Only one alternative may be checked. The scores for each alternative are as follows:

The total score is the sum of the scores for each of the eight questions. The raw scores may be converted into Standard or T scores depending upon the purpose of the study.

Table - 3
Scoring Instruction

Alternative	Score
1	7
2	4
3	8
4	2
5	9
6	0
7	6
8	3
9	5
10	1

The OAS has been validated against Haller and Miller Occupational Aspiration Scale. The co-efficient of validity was found to be 0.75.

3.13 APPLICATION

The OAS has been used mainly in research. The OAS is also able to distinguish between the achievers and underachievers. The Level of Occupational Aspirations (LOA) of secondary school students is significantly related with the perceptions of their vocational environment (Grewal, 1971).

** A copy of O.A.S is given on the appendix.*



CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA



Chapter: 04

Analysis and Interpretation of Data

4.01 INTRODUCTION

The results obtained in the study have been presented in this chapter with the help of tables and illustrations wherever necessary under the following heads:

4.02 OCCUPATIONAL ASPIRATION OF GIRLS

This scale was introduced by Dr. J. S. Grewal, Prof. of Education, Regional College of Education, Bhopal. This scale includes eight multiple choice type items. Each item contains ten occupations nearly of all occupational status level arranged in a mixed order.

In this scale the scores in an item range from 0 to 9 and as score increases, the vocational status and norms also increases. A score of '9' indicates the job among the occupations considered to be highly prestigious. A score of '0' in an item indicates the lowest prestigious occupation. In this scale highly prestigious occupations includes justice, bank manager, dentist, college lecturer, psychologist etc. and the low prestigious occupations refer to occupations such as clerk, primary school teacher, postman, truck driver, mechanic, photographer, farm worker, washer man etc.

The scale was administered to 500 girls of Secondary Schools of Dibrugarh district of Assam. The scores were tabulated and Mean and Standard Deviation were found out. Table 4.01 shows the distribution of scores of the 500 girls on occupational aspirations.

Table - 4

Occupational Aspiration Level of Girls in Dibrugarh District.

Scores	<i>f</i>	%
Below 9	2	0.4
10 - 19	8	1.8
20 - 29	35	7.0
30 - 39	80	17.0
40 - 49	168	33.6
50 - 59	165	33.0
60 - 69	36	7.2
70 - 79	6	1.2
Total	500	

It is observed from the Table - 4 that only 1 (0.2%) girl scored below the score of 9. Most of the girls scored in the ranges of 40 - 49 (33%) and 50 - 59 (33.6%). The scenario is more clearly reflected in the fig 4.01, which shows a negative skewness indicating accumulation of scores in the higher end. The index of skewness was found to be "-0.265".

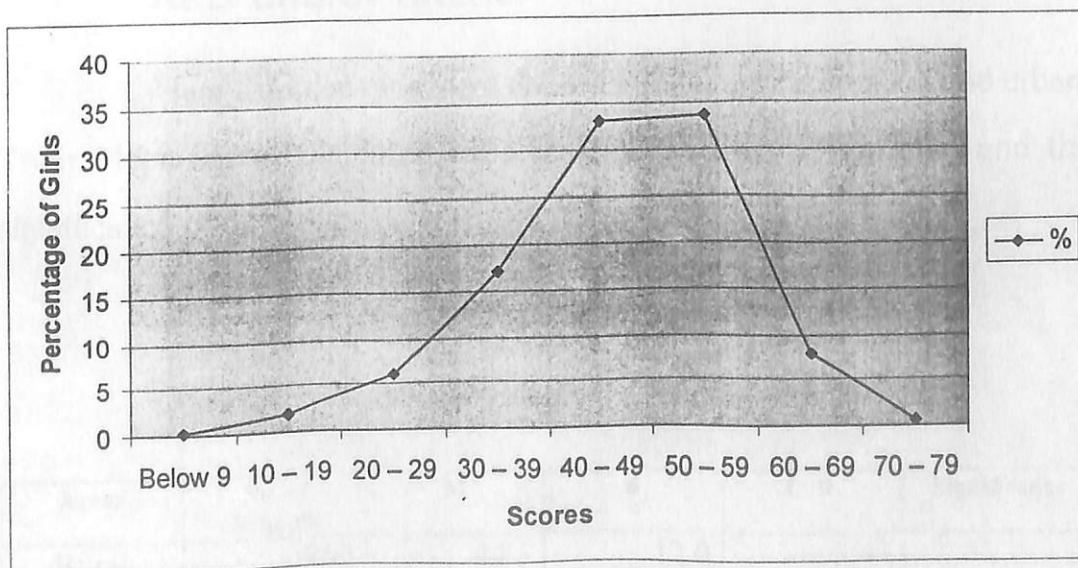


Fig. 1 The level of aspirations of the girls in different occupations

Table - 5

The Mean, Standard Deviation, Range and Range of the Girls.

Sample	N	Range	Mean	α	
Girls studying in secondary schools	500	61	46.08	11.3	

The Table : 5 reveals that the Mean of the scores obtained by the 500 girls in the Occupational Aspiration Scale is 46.08 and the Standard Deviation of the scores is 11.3.

Table : 5 shows the Mean and the Standard Deviation of the scores of the girls obtaining the Occupational Aspiration Scale. The Mean is found to be 46.08, which is slightly above average scores as the scores in the scale may range from 0 to 72. So it was clear that most of the girls aspire for the occupations regarded by the people as prestigious.

4.03 OCCUPATIONAL ASPIRATIONS OF GIRLS IN RURAL AND URBAN AREAS

Here sampled girls were divided into two groups - rural and urban. Their Mean were calculated separately, C.R. also determined and the significance of difference between Means was tested at 0.01 level

Table - 6

Occupational Aspiration of Rural and Urban Girls

Areas	No. of Schools	M	α	C. R.	Significance
Rural	260	44.5	12.0	3.44	
Urban	240	47.8	9.7		

Table : 6 shows the comparative score of Rural and Urban girls on occupational aspiration. It is found from the table that the Mean (47.8) of the

scores obtained by the urban girls is slightly higher than that of the rural girls (44.5). The significance of the difference is tested. The critical ratio (C.R.) is found to be 3.44, which is significant at 0.01 level. Hence the hypothesis that there is no significant difference between urban and rural girls as far as their occupational aspiration is concerned is rejected. It can be concluded that the urban girls aspire more for the highly prestigious occupations in comparison to their rural counterparts. Figure 4.03 represents the total number of secondary schools, Mean, Standard Deviation of rural and urban girls.

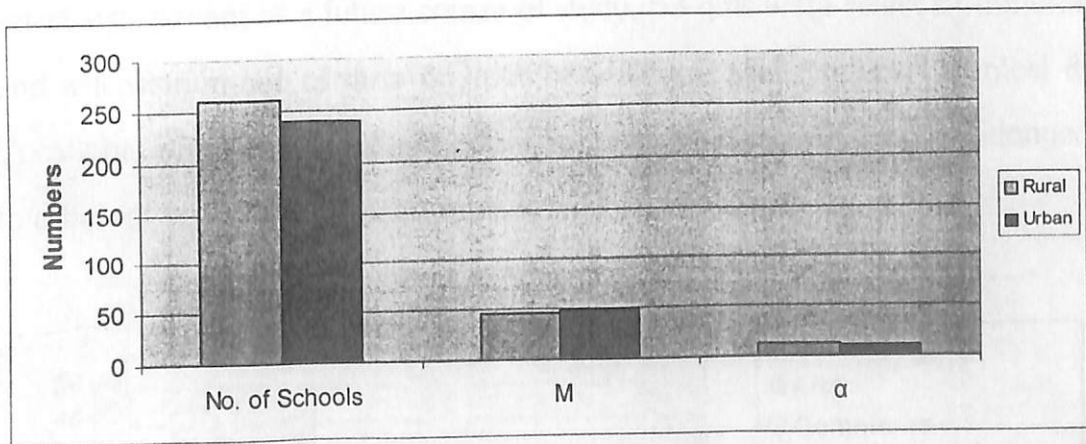


Fig. 2 No. of Schools, Mean and Standard Deviations of Rural and Urban Girls

4.04 CHOICE OF COURSES FOR FUTURE STUDY

This questionnaire was developed for the girls with a view to collect information regarding the future educational programme. In this question, some general information concerning name of the students, school etc. were included. The choices of areas included in this question are Science, Arts, Commerce, Technical or Vocation. The percentage in the four areas are obtained and organized in table 4.03.

Table - 7

Choice of courses for future study

Sl. No.	Courses	Respondent girls	% of girls
01	Science	227	45.4
02	Arts	175	35.0
03	Commerce	53	10.6
04	Technical or Vocation	45	9.0
Total		500	

The Table : 7 revealed that 227 girls out of 500 girls selected Science stream as course for future study, 175 girls out of 500 girls were select Arts stream as a future course of study, 53 girls were select Commerce and a least number of girls 45, out of 500 girls were select Technical & Vocational Education for future study. The courses variation of the girls belonged to different schools have been represented graphically in fig. 4.03.

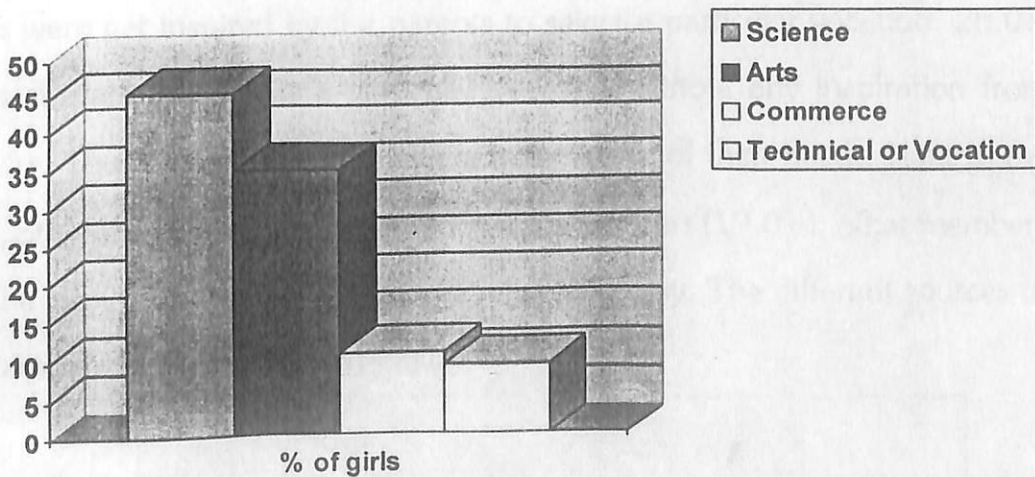


Fig. 3 The choices of courses for future study by the girls

4.05 SOURCES OF INSPIRATION

Table : 8 reveals that girls are inspired for particular vocations from the parents (40.8%). 26% girls themselves shows interest to a particular vocation, it means that they are quite aware about their needs. The other sources of inspirations are teachers (19%), members of the family (9%) and friends (5.2%) respectively.

Table - 8

Percentage of girls regarding sources of inspirations

Sl. No.	Sources	Respondent girls	% of girls
1	Parents	204	40.8
2	Other members of the family	45	9.0
3	Friends	26	5.2
4	Teachers	95	19.0
5	Self	130	26.0
Total		500	

From Table : 8, it is observed that majority (40.8%) of the respondent girls were get inspired by the parents to select a particular vocation. 26.0% girls showed interest in a particular vocation without any inspiration from others. Thus it seems that they were quite aware of their needs. Next to the self, other major sources of inspiration were teachers (19.0%), other members of the family (9.0%) and friends (5.2%) respectively. The different sources of inspiration were displayed in Figure 4.

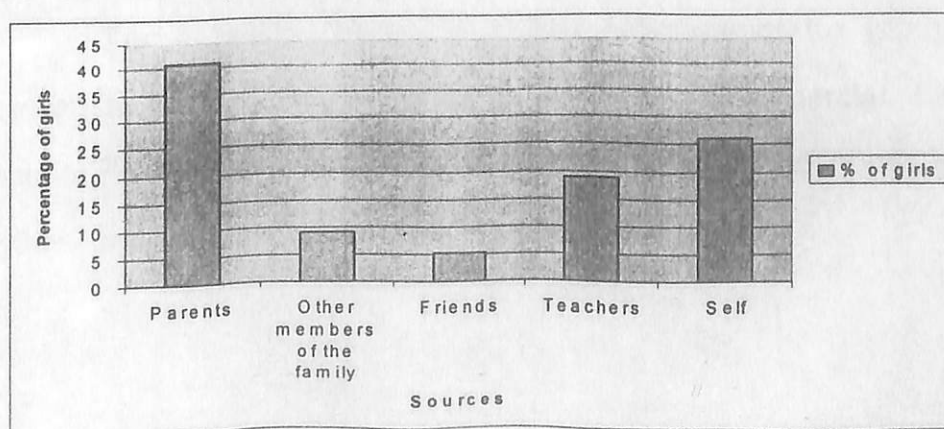


Fig. 4. The Sources of Inspirations of the Girls

4.06 OCCUPATIONAL ASPIRATION OF GIRLS AND SOCIO-ECONOMIC STATUS OF THE PARENTS

For the analysis, economic status of the parents were divided into three categories - High (Rs. Monthly Income 7,001 and above), Medium (Rs. Monthly Income 3,001 to 7,000) and Low (Income upto Rs. 3,000 per month); and a hypothesis was formulated that there is a positive relationship between vocational interest of girls and socio-economic status of the parents.

For the analysis, economic status of the 500 parents were divided again into three categories - High (7,001 and above), Medium (3,001 to 7,000) and Low (upto 3,000). Table 4.6 represents the economic status of the parents and vocational interest of the girls.

The table 4.05 revealed that the girls belonged to High Economic Status, their interested vocational areas in descending order were Aesthetic, Professional, Commercial, Literary, Textile & Designing, Administrative, Health and other Social Welfare Activities.

The occupations preferred by the medium economic status group in descending order were Commercial, Health & Paramedical, Administrative, Literary, Social & Economic Welfare Activities, and Textile areas.

The girls who belonged to low economic status group were interested in the areas like Textile & Designing, Commercial, Literary, Aesthetic, Professional, Health & Paramedical, Social & Economic Welfare Activities, and Administrative areas.

Table - 9
Relationship between Economic Status of the Parents and
Occupational Aspiration of Girls

(Figures in bold face indicate expected frequencies)

	Vocational Interest								Total
	A	L	P	T	C	AD	H/P	Others	
High (7,001 and above)	24 (16.64)	12 (13.93)	20 (12.23)	11 (17.26)	15 (25.16)	8 (6.44)	6 (7.07)	8 (5.2)	104
Medium (3,001 to 7,000)	36 (29.6)	16 (24.79)	24 (21.83)	9 (30.71)	46 (44.77)	20 (11.47)	22 (12.58)	12 (9.25)	185
Low (upto 3,000)	20 (16.64)	39 (13.93)	15 (12.27)	63 (17.26)	60 (25.16)	3 (6.44)	6 (7.04)	5 (5.2)	211
Total	80	67	59	83	121	31	34	25	500

$$df = 14, \quad \chi^2 = 190.72 \text{ (significant at 0.01 level)}$$

The table represents that in high economic status group, girls preferred the areas like Aesthetic, Professional, Social & Economic Welfare Activities etc. In the same way, in medium economic status group the vocational interest areas were also more or less same with higher economic status category. But in lower economic status category, vocational interest areas were slightly different from other two categories.

From the table, chi square 190.72 was computed which as significant at 0.01 level.

So, it was revealed that there was a positive relationship between occupational aspiration of the girls and economic status of their parents. So, we confirmed that economic factor influence in determining the vocational interest of the girls.

So, we accepted the hypothesis that there was a positive relationship between occupational aspiration of the girls and economic status of their parents.

4.07 TEACHERS' GUIDANCE AND OCCUPATIONAL ASPIRATION OF THE GIRLS

Here sampled teachers were divided into two groups - rural and urban. The table gives the details about the vocational interest of the girls and teachers' guidance.

Table - 10

Relationship between Teachers Guidance and Occupational Aspiration of the Girls

Guidance	A	L	P	T	C	AD	H/P	O	Total
Rural	12 (28.5%)	6 (14.28%)	3 (7.14%)	8 (19.04%)	6 (14.25%)	2 (4.76%)	3 (7.14%)	2 (4.76%)	42
Urban	8 (15.09%)	6 (11.32%)	12 (22.64%)	3 (5.6%)	15 (28.30%)	5 (9.43%)	2 (3.77%)	2 (3.77%)	53
Total	20	12	15	11	21	7	5	4	95

The Table : 10 revealed that 28.5% of the teachers from rural areas preferred to help in developing interest in Aesthetic areas. 19.4% of the rural teachers desire to develop interest for the girls in Textile areas. 14.28% of the rural teachers also interested to develop Literary and Commercial area for the girls. But they are least interested to develop Professional (7.14%), Health & Paramedical (7.14%) and Administrative areas (4.76%) for the girls.

Most of the urban teachers prefer to help in developing interest in Commercial (28.3%), Professional (22.64%), Aesthetic and Literary area (11.32%) for the girls. But they are least interested to develop Textile (5.6%), Health & Paramedical (3.77%) areas for the girls.

Here sampled teachers were divided into two groups - rural and urban, and their Mean and S. D. were calculated separately. C. R. also determined and the significance between Means was tested at 0.05 level.

Table - 11

Vocational Interest of Girls of Rural and Urban Teachers

Teachers	No. of Teachers	M	S. D.	C. R.	Significance
Rural	42	7.73	3.6		
Urban	53	10.8	1.39		

The Table : 11 shows the comparative score of rural and urban teachers on vocational interest of girls. It is found from the table that Mean (10.8) of the score obtained by the urban teachers is slightly higher than that of the rural teachers (7.73). The significance of the difference is tested. The C.R. is found to be 25.58, which is significant at 0.05 level. The researcher formulated a hypothesis that vocational interest of the girls is influenced by teachers' guidance. We accepted the hypothesis that vocational interest of the girls is influenced by teachers' guidance. Hence we may conclude that urban teachers' vocational interest for the girls is differ in comparison to rural teachers.

4.08 PARENTAL GUIDANCE AND OCCUPATIONAL ASPIRATION OF THE GIRLS

Here the sampled parents were divided into two groups - Rural and Urban. The table shows the detailed analysis of Parental Guidance scores received by the girls.

Table - 12

Relationship between Parental Guidance and Occupational Aspiration of the Girls

PG	A	L	P	T	C	AD	H/P	O	Total
Rural	21 (22.5%)	17 (18.2%)	8 (8.6%)	18 (19.3%)	15 (16.0%)	3 (3.2%)	6 (6.48%)	5 (5.3%)	93
Urban	15 (13.8%)	10 (9.0%)	25 (22.3%)	8 (7.2%)	30 (27.0%)	10 (9.0%)	8 (7.2%)	5 (4.5%)	111
Total	36	27	33	26	45	13	14	10	204

From the analysis, it is revealed that 22.5% of the rural parents are in favour of developing Aesthetic, Textile (19.3%) and Literary (18.2%) areas for their daughters. But they are least interested in developing Administrative and other areas for their daughters.

Most of the parents from Urban area are in favour of developing interest in Commercial area (27.0%), Professional area (22.3%) and Aesthetic area (13.8%). But they are least interested in Textile, Health & Paramedical areas for their daughters' future vocation.

The sampled parents were divided into two groups - Rural and Urban, and their Mean and S. D. were calculated separately. C. R. also determined and the significance of difference between Mean was tested at 0.05 level.

Table - 13

Occupational Aspiration of Girls of Rural and Urban Parents

Parents	No. of Parents	M	S. D.	C. R.	Significance
Rural	93	16.10	5.6		
Urban	111	14.85	3.4		

The Table : 13 shows the comparative score of rural and urban parents. It is found from the table that the Mean (14.85) of the urban parents is slightly lower than that of the rural parents (16.10). The critical ratio (C.R.) is found to be 17.86, which is significant at 0.05 level. Hence, there is a significant difference between rural and urban parents as far as their girl's vocational interest is concerned. The researcher formulated a hypothesis that vocational interest of the girls is influenced by parental guidance. We accepted the hypothesis that vocational interest of the girls is influenced by parental guidance. It can also be concluded that the urban parents' vocational interest for their daughters are different in comparison to the rural parents.

4.09 RELATIONSHIP BETWEEN OCCUPATIONAL ASPIRATION AND CASTE OF THE STUDENTS

An analysis was made to see whether there exists a relationship between Occupational Aspiration and Caste of the Students. The table shows the relationship between caste of the students and their areas of occupational aspiration.

From the Table - 14 it was evident that the girls belonged to general category showing higher interest in Literary area. Then the second interested area was Aesthetic area, and 3rd preference was given to Professional areas. But they were least interested in Textile and Administrative areas.

In case of OBC and MOBC, the table showed that the higher vocational interest areas were Professional, Commercial, and then Literary areas. But the girls belonged to these categories also showed interest in Health & Paramedical and Aesthetic areas, but they were not interested in the areas like Textile and other areas.

In the category which we included the scheduled castes and scheduled tribes (they are also least in numbers, only 35%) showed a variety of interest in different vocational fields.

The Table - 14 revealed that in SC/ST category, the highest vocational interest areas is Textile & Designing, the next most interested area is Aesthetic area. They were also interested areas like Health & Paramedical and Literary, but they were least interested in Commercial and Administrative areas.

Table - 14

Relationship between Caste and Occupational Aspiration of the Girls
(Figures in bold face indicate expected frequencies)

	Vocational Interest								Total
	A	L	P	T	C	AD	H/P	Others	
(General)	31 16.5	35 22.75	27 23.25	3 9.5	8 22.5	4 7.25	9 14.5	8 8.75	125
(OBC/MOBC)	29 44.88	54 61.88	63 63.24	20 25.84	81 61.2	24 19.72	46 39.44	23 23.8	340
(SC/ST)	6 0.42	2 6.37	3 6.51	15 2.66	1 6.3	1 2.03	3 4.06	4 2.45	35
Total	66	91	93	38	90	29	58	35	500

$$df = 14, \quad x^2 = 190.72 \text{ (significant at 0.01 level)}$$

Table : 14 shows the other areas includes social services at Home and Society, N.C.C., Scouts & Guides, Social & Economic Developmental Activities and Receptionist etc. It is also noticeable that some of the sampled girls were interested in Social Welfare Activities. A girl who belonged to tea labourers expressed her vocation to be a maid-servant in the rich families. It may be due to her lower social status and backward economic condition of her family where she lived.

From this data the chi square (x^2) 190.72, was computed from the table and found to be highly significant at 0.01 level. Thus we could say that caste emerges as a highly significant factor in the girls' occupational aspiration.

From table it was revealed that there is a positive relationship between occupational aspiration and caste of the girls. So there is a positive relationship between vocational interest and caste of the girls.

4.10 THE OCCUPATIONS PREFERRED BY GIRLS

A questionnaire was prepared by the investigator listing the vocations usually preferred by girls. The table shows the list of occupations, which are mostly preferred by the girls.

Table - 15
Occupations preferred by Girls

Areas	Occupations for girls	% of Girls	% of girls in each area
	Acting	10.0	
	Film making	2.0	
	Modelling	10.0	
	Beautician	5.2	
	Drawing	2.4	
	Toy making	1.0	
	Photography	2.4	
	Interior Decoration	2.0	
	Editor (Newspapers)	2.4	
	Editor (Magazines)	2.6	
	Radio Announcer	1.8	
	Newsreader (Radio)	5.2	
	Newsreader (T.V.)	7.0	
	Advertising	4.0	
	Designing cloth	6.4	
	Fabrics	1.0	
	Batik Print	0.4	
	Cutting	4.0	
	Weaving	1.0	
	Pilot	2.4	
	Air Hostess	4.2	
	Receptionist	1.2	
	Sports Service	0.8	
	Farming	2.8	
	Drug Inspector	0	
	Choreography	16.6	
	Nursery	2.0	
	N.C.C.	0.8	
	Naval Officer	0.2	
	Demonstrator	0.2	
	Postal Service	0.4	
	Treasury Officer	0.2	
	Hotel Management	1.0	
Total			500

From the table it is revealed that occupation under Aesthetic area are preferred more than any other kind by the girls under study. These occupations are preferred by 35.0% of girls. The next area in which the girls are most interested is the Professional one. 30.8% girls preferred this area for their occupation. The Literary area is preferred by 19.4% of the girls, while 12.8% girls preferred Textiles designing and only 2.0% girls preferred Administrative area.

Under the Aesthetic area, most preferred occupation by the girls is Modelling (10.0%) and Acting (10.0%), while the least preferred vocation is Toy making (1.0%) of the total girls.

Under Literary area most preferred occupation is T.V. Newsreader (7.0%) and least preferred area is Advertising (0.4%).

Choreography, under Others area is the most preferred occupation by the girls (16.6%), while the least interested one is Sports Service (1.2%).

Under the Administrative area, Hotel Management is the occupation preferred by most of the girls (1.0%).

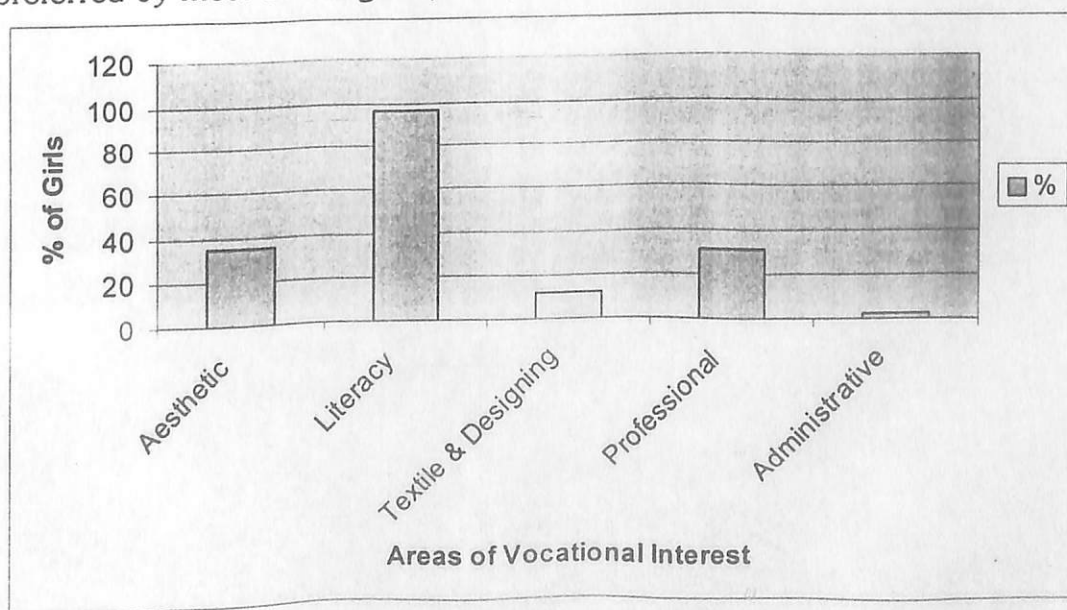


Fig. 5 shows the Percentage of Occupational Aspiration Areas.

The above figure 5 reveals that girls were generally interested in literary areas. The second widely opted interested areas were aesthetic and other areas. On the other hand, a least percentage of girls were interested in administrative areas.



CHAPTER – V

DISCUSSION



Chapter : 5

DISCUSSION

5.01 INTRODUCTION

The present study was carried out mainly to study the occupational aspiration of girls in relation to scholastic achievement, socio-economic status, teachers and parental guidance. The result obtained in the study has already been presented in Chapter IV. The statistical inferences have also been presented in that chapter. Now in this chapter, an attempt is made to present a discussion on the results based on the statistical inferences, acceptance and rejection of the hypotheses formulated and realization of the set objectives.

5.02 CHOICES OF OCCUPATION FOR FUTURE STUDY

Another factor, choices of occupation was found to differ in the girls of secondary schools. More than 45.4% of the girls preferred Science stream as future course of study, while 35% of the girls opted for Arts stream, and only a few girls were interested in Commerce (10.6%) and vocational subjects (9%). Chaudhury (1990) also reported that the majority of the students preferred the Science stream for continuing their studies and future career. The study did not find any relationship between occupation of the fathers and the occupational choices of the students. Robert (1988) in his study reported that boys and girls have similar vocational choices towards agriculture, Arts, Literature, Executive, Commerce, Science and Social work. However, more girls preferred the vocation as Household Work than boys.

In this analysis, it was also revealed that majority of the girls (56%) chose a particular course on the basis of higher prospect of getting jobs. On

reported that family variable interface with career development of the girls. Venessa Lynn Downing (2006) reported that parents' and daughters' attitude influenced in regard to vocational inspirations of women. Parents played an influential role on girls' career aspirations.

In this study, in regard of inspiration it was found that majority of the girls were inspired by their parents for selecting their vocation of interest. They themselves were also interested to develop their career for their better future. In this study, it was also found that teachers' inspiration and guidance helped the girls for selecting future vocation of interest. Thus, it was observed that though the majority of the respondent girls were inspired by their parents to develop interest in particular vocations, yet girls were aware about their needs while selecting vocations of interest.

5.05 CASTE AND OCCUPATIONAL ASPIRATION OF THE GIRLS

So far as the caste was concerned, it was found that girls belonging to general caste, differed from the girls belonging to the other castes (SC/ST/OBC/MOBC) as far as their vocational interest is concerned. It was found in this study that, the girls who were from general caste were interested in Literary, Aesthetic and Professional areas, but they were least interested in Textile and Commercial areas. They were also interested in Administrative and Health and Paramedical areas. Girls belonging to OBC/MOBC were interested in vocational areas like Commercial, Professional, Literature and Health and Paramedical areas. They were also interested in Aesthetic, and Administrative areas, but they were least interested in Textile areas. Girls belonging to ST/SC were interested in the areas like Textile and Designing, Commercial Activities and Literary areas. They were also interested in Aesthetic, Administrative, Health and Paramedical areas. So, we may

say that there is a relationship between caste and occupational aspiration of the girls.

5.06 FINDINGS

The following are the major findings of the study -

5.06.1 OCCUPATIONAL ASPIRATIONS OF THE GIRLS

1. The urban girls aspire more for the highly prestigious occupations in comparison to their rural counterpart.
2. There is a significant difference between rural and urban girls as far as their occupational aspirations is concerned.
3. 45.4% of the girls are preferred Science stream as future course of study.
4. 35% of the girls are interested in Arts stream.
5. Only 9% girls preferred vocational or technical subjects for their future study.

5.06.2 PARENTAL GUIDANCE AND OCCUPATIONAL ASPIRATION OF THE GIRLS

1. Most of the parents from rural area are In favour of developing Aesthetic (22.5%), Textile (19.3%) and Literary (18.2%) areas for their daughters.
2. Most of the parents from urban area in favour of developing interest in Commercial (27.0%), Professional (22.3%) and Aesthetic (13.8%) area for their daughters.

3. Rural parents are not in favour of developing interest in Administrative areas.
4. Urban parents are not in favour of developing interest in Textile and Health & Paramedical areas.
5. Parental guidance influences the vocational interest of the girls.

5.06.3 SOURCES OF INSPIRATION

1. For 40.8% girls, parents are the main sources of inspiration to develop their interest in different occupations.
2. 26% of the girls are interested in different occupations due to their own choice.
3. for 19% of the girls, teachers are the sources of inspiration to develop interest in different occupation.

5.06.4 OCCUPATIONAL ASPIRATION AND CASTE OF THE STUDENTS

1. Girls belonging to general category are found to show higher interest in Literary, Aesthetic and Professional areas, but they are least interested in Textile and Administrative areas.
2. Girls from OBC and MOBC category have higher interest in Professional, Commercial, Literary, Aesthetic and Health & Paramedical areas, but they are least interested in Textile and other areas.

3. Girls from SC and ST category are showing interest in Textile & Designing, Aesthetic, Health & Paramedical and Literary areas. But they are least interested in Commercial and Administrative area.
4. There is a positive relationship between vocation interest of the girls and caste of the student.

5.06.5 SUGGESTIONS

Based upon the experience out of the present study and in the light of the findings of the present study, some suggestions are given, which may help in improving the scope for vocationalization of girls in conformity with their interest.

1. A wide variety of diversity of programmes in co-curricular area should be organized in schools so that the girls get a chance to develop varied interest and hobbies at grass root level.
2. Interest in vocations may be aroused in school by trained consellers. Such programmes can serve as a source of awareness in regard to the requirements and opportunities of various vocations, abilities, knowledge and skills required for success in different occupations and the social values of various occupations.
3. The teacher in-charge of any activity should try to know the occupational aspiration of the girls to channelise their activities towards that field.
4. A good programme of vocational guidance needs to be instituted in schools.

5. Close and friendly contact needs to be established between the teachers and the students.
6. Parents should provide motivational programme for their daughters. Beside text books, special books such as science magazines, literary books, journal etc. should be provided for them.
7. Conselling cells may be constituted in the school level for better functioning and future job security of the girls.
8. Provision may also be made for class talks, and written exercises on the topic of the occupational aspiration of the girls.
9. Arrangements should be made for organizing seminars, conferences, occupational lectures through pictures, filmstrips and audio-visual aides for developing occupational aspiration of the girls.
10. Steps should be taken by the authorities that no girl is debarred from entering the occupation of their interest due to economic reasons.
11. Since co-curricular activities can play a very important role in developing occupational aspiration of the adolescent girls, therefore, every parent should provide co-curricular activities to their daughters at home level.
12. Women empowerment is the prime factor to develop occupational aspiration of the girls.

The above-mentioned measures are important to develop occupational aspiration of the girls. If such measures are undertaken, this can serve the adolescents, parents/guardians, teachers and society as well.

5.06.6 SUGGESTIONS FOR FURTHER STUDIES

Considering the findings of the study, there are ample scope for future studies in the same field such as

1. Studies may be conducted to find out the occupational aspiration of the boys also.
2. Studies may be conducted to find out the occupational aspiration of the Higher Secondary as well as College students.
3. A comparative study can be undertaken to find out the occupational aspiration among the boys and girls.
4. Studies may be conducted to find out the occupational aspiration of the students belonging to different castes.
5. Studies may be conducted to find out the occupational aspiration of the tea-garden labourers of Assam.
6. Follow-up longitudinal studies may be conducted on charge of occupational aspiration of the students.

5.07 CONCLUSION

Our girls have lack of awareness about the benefits and advantages that the different occupations offer for the development of occupational skills. So, we may concluded that although vocational education of women increasing day-by-day, yet more participation of women and Government's efforts is necessary for improving the overall occupational atmosphere for the girls. But above and all, the attitude of the society and the Government's willingness is necessary for the development of occupational aspiration of the girls.

It is hoped that the present study may be considered useful for carrying out some further investigation in the same field so as to facilitate occupational development of the girls of secondary school level.

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

Consumable Booklet
of
O A S

T. M. No. 458715

Name.....

Age..... Sex.....

School..... Date.....

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 সাৰথানে পঢ়িবা। প্ৰত্যেকটোৱেই বিভিন্ন ধৰণৰ। তুমি যিটোকে উপযুক্ত বৃত্তি বুলি ভাবা তাত (X) চিনেৰে চিহ্নিত কৰিবা। অনুগ্ৰহ কৰি কোনো বৃত্তিতে মিছাকৈ চিন নিদিবা।

SCORING TABLE

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

Standard Score..... T. Score..... Percentile Rank.....

Estd. : 1971

Phone : 63551

National
PSYCHOLOGICAL CORPORATION
4320 BACHLESI QUART, AGRA - 202 006 (INDIA)

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

প্রশ্ন : ১ তলত উল্লেখিত কোনটো বৃত্তি তোমাৰ শিক্ষা সমাপ্ত হোৱাৰ পাছত তোমাৰ বাবে আটাইতকৈ উপযুক্ত আৰু তুমি পোৱাটো নিশ্চিত বুলি ভাবা ?

- | | |
|--|--|
| 1-01..... Lawyer | 1-06..... Barber |
| ১-০১..... উকীল | ১-০৬..... নাপিত |
| 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 Wholesale Firm |
| ১-০৪..... প্ৰাথমিক বিদ্যালয়ৰ শিক্ষক | ১-০৯..... ঘৰে ঘৰে কোনো প্ৰতিষ্ঠানৰ
বস্তু বিক্ৰী কৰোঁতা/ ডাম্যমান 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 them you wished when your SCHOOLING IS OVER.

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

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|--------------------------------------|---|
| 2-01..... Govt. Contractor | 2-06..... Maid Servant |
| ২-০১..... চৰকাৰী কন্ট্ৰেক্টৰ/ঠিকাদাৰ | ২-০৬..... ঘৰৰ 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 them you wished when your SCHOOLING IS OVER.

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

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|-------------------------------------|--|
| 3-01..... Airline Hostness | 3-06..... Restaurant Waiter |
| ৩-০১..... বিমান পৰিচাৰিকা | ৩-০৬..... হোটেলৰ লগুৱা বা পৰিচাৰিকা |
| 3-02..... Trained Machinist | 3-07..... Instrumental Musician |
| ৩-০২..... প্ৰশিক্ষণপ্ৰাপ্ত মেকানিক | ৩-০৭..... যন্ত্ৰ সঙ্গীতজ্ঞ/ বাদ্যযন্ত্ৰ বিশাৰদ |
| 3-03..... Captain in the Army | 3-08..... Machine Operator in a Factory |
| ৩-০৩..... সৈন্য বাহিনী বিষয়া | ৩-০৮..... কাৰখানাৰ যন্ত্ৰপাতি চলাওঁতা |
| 3-04..... Midwife (Dai) | 3-09..... Librarian |
| ৩-০৪..... ধাই | ৩-০৯..... গ্ৰন্থাগাৰিক |
| 3-05..... Supreme Court Justice | 3-10..... Plumber |
| ৩-০৫..... উচ্চতম ন্যায়ালয়ৰ বিচাৰক | ৩-১০..... সীহ, গেচ বা পানী যোৱা পাইপ
বহুওৱাঁতা আৰু মেৰামতি কৰোঁতা |

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

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

4-01.....	Novelist	4-06.....	Petrol Pump Attendant
৪-০১.....	উপন্যাসিক	৪-০৬.....	পেট্ৰল পাম্পৰ কাম কৰোতা
4-02.....	Soldier in the Army	4-07.....	Arist who paints picture
৪-০২.....	সৈনিক	৪-০৭.....	হুবি অঁকা শিল্পী
4-03.....	Bank Manager	4-08.....	Lady Village Level Worker (Gram-Sevika)
৪-০৩.....	বেংক পৰিচালিকা	৪-০৮.....	গ্রাম সেৱিকা
4-04.....	Taxi-Driver	4-09.....	Photographer
৪-০৪.....	টেক্সি ড্ৰাইভাৰ	৪-০৯.....	ফটোগ্ৰাফাৰ
4-05.....	Cabinet Minister in the Central Government	4-10.....	Coal-Miner
৪-০৫.....	কেন্দ্ৰীয় চৰকাৰৰ কেবিনেট মন্ত্ৰী	৪-১০.....	কয়লা খননকাৰী

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 ?

প্রশ্ন : ৫ যেতিয়া তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়স হ'ব তেতিয়া তুমি তলৰ কোনটো বৃত্তি তোমাৰ বাবে আটাইতকৈ উপযুক্ত আৰু প্ৰকৃততে তুমি পোৱাটো নিশ্চিত বুলি ভাবা ?

5-01.....	Dentist	5-06.....	Wood-Cutter
৫-০১.....	দাঁতৰ বিশেষজ্ঞ	৫-০৬.....	কাঠফলা মিল্পী
5-02.....	Physical Education Instructor	5-07.....	News-paper Correspondent
৫-০২.....	শাৰীৰিক শিক্ষা বিশেষজ্ঞ	৫-০৭.....	বাতৰি কাকতৰ সাংবাদিক
5-03.....	Scientist	5-08.....	Bus Driver
৫-০৩.....	বিজ্ঞানী	৫-০৮.....	বাচ ড্ৰাইভাৰ
5-04.....	Carpenter	5-09.....	Steno-Typist to an Officer
৫-০৪.....	কাঠ মিল্পী	৫-০৯.....	অফিচৰ টাইপিষ্ট
5-05.....	Chairman of a Large Municipality	5-10.....	Farm-Worker
৫-০৫.....	পৌৰ সভাৰ সভাপতি	৫-১০.....	কৃষিক্ষেত্ৰ কৰ্মী

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 ?

প্রশ্ন : ৬ 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	6-06.....	Night Watchman (Chaukidar)
৬-০১.....	বৃহৎ চৰকাৰী কাৰ্যালয় হিচাপ ৰক্ষক	৬-০৬.....	নৈশ চকিদাৰ
6-02.....	Revenue Record keeper (Patwari)	6-07.....	Radio Announcer
৬-০২.....	ৰেভিনিউৰ ৰক্ষণ কৰোতা	৬-০৭.....	অনাতাঁৰ/ দূৰদৰ্শনৰ ঘোষিকা
6-03.....	College Lecturer	6-08.....	Police Constable
৬-০৩.....	মহাবিদ্যালয়ৰ প্ৰৱক্তা	৬-০৮.....	পুলিচ কনিষ্টবল
6-04.....	Fisherman	6-09.....	Receptionist
৬-০৪.....	মাছমৰীয়া	৬-০৯.....	অভ্যৰ্থনাকাৰী
6-05.....	Director of a department in State Government	6-10.....	Railway Signal man
৬-০৫.....	ৰাজ্য চৰকাৰৰ কোনো বিভাগৰ সঞ্চালক	৬-১০.....	ৰেলৱে চিগনেল দিওঁতা

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 ?

প্রশ্ন : ৭ যেতিয়া তোমাৰ ৩০ (ত্ৰিশ) বছৰ বয়স হ'ব তেতিয়া তুমি তলৰ কোনটো বৃত্তি তোমাৰ বাবে আটাইতকৈ উপযুক্ত আৰু প্ৰকৃততে তুমি পোৱাটো নিশ্চিত বুলি ভাবা ?

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|---|---|
| 7-01..... Chemist | 7-06..... Shoe-Shiner |
| ৭-০১..... ৰাসায়নবিদ | ৭-০৬..... মুচি |
| 7-02..... Nurse | 7-07..... Commercial Artist |
| ৭-০২..... নাৰ্চ | ৭-০৭..... ব্যৱসায়িক শিল্পী |
| 7-03..... Owner of a farm or factory which employs 100 people | 7-08..... Typist |
| ৭-০৩..... এশজন কৰ্মী থকা কোনো কৃষিক্ষেত্ৰ বা উদ্যোগৰ মালিক | ৭-০৮..... টাইপিষ্ট |
| 7-04..... Shop Attendant | 7-09..... Social Welfare Worker |
| ৭-০৪..... দোকানৰ আলধৰা | ৭-০৯..... সমাজ সেৱিকা |
| 7-05..... District Magistrate | 7-10..... Cloth Presser in a Lundry |
| ৭-০৫..... জিলা ন্যায়াদীশ | 7-১০..... কাপোৰ ধোৱা কাৰখানাত ইন্দ্ৰি কৰা/ ধুবী |

Question 8. 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 ?

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

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| 8-01..... Farm Owner and Operator | 8-06..... Sweeper |
| ৮-০১..... ফাৰ্মৰ গৰাকী | ৮-০৬..... জাবৰ জোখৰ পেলোৱা ব্যক্তি/ চুইপাৰ/ জামাদাৰ |
| 8-02..... Railway Guard | 8-07..... Owner of a Small Hotel |
| ৮-০২..... ৰেলৱে ৰক্ষী | ৮-০৭..... সৰু হোটেলৰ মালিক |
| 8-03..... Engineer | 8-08..... Tailor |
| ৮-০৩..... অভিযন্তা | ৮-০৮..... দৰ্জী |
| 8-04..... Door-to-door Salesman of Home Products | 8-09..... Cashier in a Firm |
| ৮-০৪..... ঘৰুৱা সামগ্ৰীৰ দুৱাৰে দুৱাৰে বিক্ৰী কৰোঁতা | ৮-০৯..... হিচাপ কৰোঁতা (টকা পইচা) |
| 8-05..... Airline Pilot | 8-10..... Restaurant Cook |
| ৮-০৫..... বিমান চালক | 8-১০..... 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"/>	Nursery ফুল গছৰ গুটি, পুলিৰ ব্যৱসায়	Police Officer আৰক্ষী বিষয়া
<input type="checkbox"/> 1 Modelling <input type="checkbox"/> 1 মডেলিং Photography <input type="checkbox"/> ফটো তোলা কাৰ্য্য 2 <input type="checkbox"/>	Receptionist কোনো অনুষ্ঠানৰ অভ্যর্থনাকাৰী	Poultry Farming হাঁহ কুকুৰা পালন
<input type="checkbox"/> 1 Beautician <input type="checkbox"/> 1 সৌন্দৰ্য্য বিশেষজ্ঞ Toy Making 2 <input type="checkbox"/> পুতলা তৈয়াৰ 2 <input type="checkbox"/>	Radio Announcer অনাতাঁৰ ঘোষিকা	Dairy Farming গাখীৰ ব্যৱসায়
<input type="checkbox"/> 1 Drawing <input type="checkbox"/> 1 ছবি অঁকা Interior-decoration 2 <input type="checkbox"/> ভিতৰৰ সজ্জিতকৰণ 2 <input type="checkbox"/>	Postal Service ডাক সেৱা বিষয়ক	Seri culture বেচম শিল্প বিষয়ক সেৱা
<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"/>	Naval Officer নৌ সেনা বিষয়া	Advertising বিজ্ঞাপন
<input type="checkbox"/> 1 Air Hostess <input type="checkbox"/> 1 বিমান পৰিচালিকা Pilot 2 <input type="checkbox"/> বিমান চালিকা 2 <input type="checkbox"/>	News Reader (Radio) বাতৰি পঢ়োতা	
<input type="checkbox"/> 1 Designing cloth <input type="checkbox"/> 1 কাপোৰ ডিজাইন কৰোঁতা Fabrics 2 <input type="checkbox"/> ফেব্ৰিক কৰোঁতা 2 <input type="checkbox"/>	News Reader T. V. বাতৰি পঢ়োতা দূৰদৰ্শন	
<input type="checkbox"/> 1 Batik Printing <input type="checkbox"/> 1 বাটিক প্ৰিন্ট Cutting 2 <input type="checkbox"/> কাপোৰ কটা কাম 2 <input type="checkbox"/>	Demonstrator ডেমন্স্ট্ৰেটৰ	
<input type="checkbox"/> 1 Weaving <input type="checkbox"/> 1 বোৱা কাৰ্য্য Drug Inspector 2 <input type="checkbox"/> ড্ৰাগ পৰিদৰ্শক 2 <input type="checkbox"/>	Treasury Officer কোষাগাৰ বিষয়া	
<input type="checkbox"/> 1 Sports Service <input type="checkbox"/> 1 ক্ৰীড়া বিষয়ক N. C. C. Service 2 <input type="checkbox"/> ৰাষ্ট্ৰীয় শিক্ষাৰ্থী বাহিনীৰ সেৱা 2 <input type="checkbox"/>	Choreographer নৃত্য পৰিচালিকা	
	Hotel Management হোটেল পৰিচালিকা	

প্রশ্নাৱলী - ছাত্ৰীৰ বাবে

: নিৰ্দেশাৱলী :

এক শিক্ষা সম্বন্ধীয় অনুসন্ধানৰ বাবে তোমাৰ সঁহাৰি বিচাৰি তলত কিছুমান প্ৰশ্ন দিয়া হৈছে। গতিকে কোনো ধৰণৰ সংকোচ নকৰাকৈ প্ৰতিটো প্ৰশ্নৰ উত্তৰত তোমাৰ মতামত জনাবা। তুমি উপযুক্ত বুলি ভবা ক্ষেত্ৰত (✓) চিন দিবা।

নাম :

শ্ৰেণী :

বিদ্যালয়ৰ নাম :

১। ভৱিষ্যত অধ্যয়নৰ বাবে তুমি তলৰ কোনটো শাখা বাছি ল'বা ?

ক) বিজ্ঞান

খ) কলা

গ) বাণিজ্য

২। এই শাখাত অগ্ৰাধিকাৰ দিয়াৰ প্ৰধান কাৰণ -

ক) বিষয়বস্তু মনোগ্ৰাহী

খ) চাকৰি পোৱাত সুবিধা

গ) বিশেষ কাৰণ নাই

ঘ) যদি অন্য কাৰণ আছে উল্লেখ কৰা

৩। তুমি ভৱিষ্যতে কোনটো বৃত্তি গ্ৰহণ কৰিবলৈ ইচ্ছা কৰা ?

৪। তুমি আগ্ৰহ প্ৰকাশ কৰা বৃত্তিটো প্ৰয়োজনীয় বুলি ভাবানে ? ভাবো নাভাবো

৫। ক) এই বৃত্তিটোৰ বিষয়ে আগতে শুনিছানে ? শুনিছো নাই শুনা

খ) যদি শুনিছা এই বিষয়ে কিছু কথা জানানে ? জানো নাজানো

গ) যদি জানা, ক'ৰ পৰা জানিবলৈ পাইছা ?

পাঠ্যপুথি

আনৰ পৰা

আলোচনী

বাতৰিকাকত

ৰেডিঅ'

দূৰদৰ্শন

বিদ্যালয়ৰ শিক্ষক/ শিক্ষয়িত্ৰীৰ পৰা

পিতৃ-মাতৃৰ/ অভিভাৱকৰ পৰা

ওচৰ-চুবুৰীয়াৰ পৰা

বন্ধু/ সহপাঠীৰ পৰা

ঘ) যদি অন্য উৎস আছে, উল্লেখ কৰা -

এই বিষয়ে যদি নাজানা, জানিবলৈ বিচৰা নে ? বিচাৰো নিবিচাৰো

৬। ক) এই বৃত্তিৰ দিশত আগবাঢ়িবৰ বাবে তুমি অন্য অনুষ্ঠানৰ লগত যোগাযোগ ৰাখিছানে ?
ৰাখিছো নাই বখা

খ) যদি ৰাখিছা, উল্লেখ কৰা -

৭। তুমি বাছি লোৱা বৃত্তিটোৰ প্ৰতি আকৰ্ষিত হ'বলৈ কাৰ পৰা অনুপ্ৰেৰণা পাইছা ?

ক) পিতৃ-মাতৃ

খ) পৰিয়ালৰ অন্য কোনো সদস্য

গ) বন্ধু-বান্ধৱী/ ওচৰ-চুবুৰীয়া

ঘ) শিক্ষক-শিক্ষয়িত্ৰী

ঙ) নিজেই

৮। তুমি বাচি লোৱা বৃত্তিৰ প্ৰতি আগ্ৰহী হোৱাৰ কাৰণ -

১। অৰ্থ আহৰণৰ সুবিধা

২। সামাজিক স্থিতি

৩। অৰ্থনৈতিক আৰু সামাজিক স্থিতি

৪। কাম কৰাৰ সুবিধা

খ) যদি অন্য কাৰণ আছে, উল্লেখ কৰা -

৯। ক) এই বৃত্তি গ্ৰহণৰ দিশত আগবাঢ়িবৰ বাবে তোমাৰ ঘৰত সুবিধা আছেনে ?
আছে নাই

খ) যদি আছে, এয়া যথেষ্ট নে ?
হয় নহয়

গ) যদি নাই, ইয়াৰ বাবে তুমি চিন্তিত নে ?
হয় নহয়

১০। শ্ৰেণীৰ বিষয় সমূহে তুমি ভালপোৱা বৃত্তিটোৰ বিষয়ে জনাত সহায় কৰিছেনে ?
কৰিছে নাই কৰা

১১। এই ক্ষেত্ৰত শিক্ষকৰ পাঠদানে সহায় কৰিছেনে ?
কৰিছে নাই কৰা

১২। শিক্ষক সকলৰ পৰা তুমি এই দিশত আগবাঢ়িবৰ বাবে সহায় বিচাৰা নে ?
বিচাৰো নিবিচাৰো

১৩। ক) বিদ্যালয়ত সাধাৰণ শিক্ষাৰ উপৰিও অন্য বিশেষ বিষয়ত প্ৰশিক্ষণ
দিয়াৰ ব্যৱস্থা আছে নেকি ?

আছে নাই

খ) যদি আছে, কেনে বিষয়ত দিয়া হয় ?

১। সঙ্গীত

২। নৃত্য

৩। অভিনয়

৪। সাহিত্য সৃষ্টি

৫। হস্ত শিল্প

৬। ছবি অঁকা

গ) যদি অন্য বিষয়ত দিয়া হয়, উল্লেখ কৰা -

১৪। উপৰোক্ত বিষয় বিলাক অনুশীলন কৰিলে পঢ়াৰ ক্ষেত্ৰত ক্ষতি হয় বুলি ভাবা নেকি ?

ভাবো নাভাবো

১৫। ক) তোমাৰ বিদ্যালয়ত প্ৰত্যেক বছৰে 'বিদ্যালয় সপ্তাহ' পালন কৰেনে ?

কৰে নকৰে

খ) যদি কৰে, তুমি ইয়াত অংশগ্ৰহণ কৰা নে ?

কৰো নকৰো

১৬। 'বিদ্যালয় সপ্তাহ'ৰ কাৰ্যসূচী সমূহে তোমাৰ ভাল লগা বৃত্তিটোৰ দিশত
আগবাঢ়িবৰ বাবে সহায় কৰিনে ?

কৰে নকৰে

১৭। 'বিদ্যালয় সপ্তাহ'ৰ কাৰ্যসূচী সমূহত অংশগ্ৰহণ কৰিবলৈ
শিক্ষক-শিক্ষয়িত্ৰীসকলে তোমাক উৎসাহিত কৰেনে ?

কৰে নকৰে