

**VOCATIONAL INTEREST OF GIRLS STUDYING IN THE SECONDARY
SCHOOLS OF DIBRUGARH DISTRICT OF ASSAM IN RELATION TO
THEIR SCHOLASTIC ACHIEVEMENT, SOCIO-ECONOMIC
STATUS, PARENTAL AND TEACHERS' GUIDANCE**

*Thesis submitted to Dibrugarh University for the
Degree of Doctor of Philosophy
in Education*



By

Monsoon Hatiboruah Dutta

**Department of Education
Dibrugarh University
Dibrugarh-786004
Assam
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CERTIFICATE

This is to certify that the Thesis entitled "*VOCATIONAL INTEREST OF GIRLS STUDYING IN THE SECONDARY SCHOOLS OF DIBRUGARH DISTRICT OF ASSAM IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT, SOCIO-ECONOMIC STATUS, PARENTAL AND TEACHERS' GUIDANCE*", which is being submitted to Dibrugarh University by Ms Monsoon Hatibaruah, Lecturer, Duliajan College, for the Degree of Doctor of Philosophy in Education, is a record of bonafide research works carried out by her under my supervision and guidance.

The thesis is an original work carried out by Mrs. Monsoon Hatibaruah Dutta and it has not been submitted before for any such degree anywhere.

Mrs. Monsoon Hatibaruah Dutta has complied with all the requirements as laid down in the regulation in force.

Date :

(Dr. M. Hazarika)
Supervisor

CONTENTS

Page Nos.

ACKNOWLEDGEMENT	i-ii
LIST OF THE TABLES	ii-v
LIST OF THE FIGURES	vi
ABBREVIATIONS USED IN THE THESIS	vi
CHAPTER – I : INTRODUCTION	1-62
1.00 INTRODUCTION	1
1.01 DEVELOPMENT OF WOMEN EDUCATION IN INDIA	3
1.02 WOMEN'S EDUCATION IN FIVE-YEAR PLANS	7
1.02.1 First Five-Year Plan (1951-56)	8
1.02.2 Second Five-Year Plan (1956-61)	8
1.02.3 Third Five-Year Plan (1961-66)	9
1.02.4 Fourth Five-Year Plan (1969-74)	9
1.02.5 Fifth Five-Year Plan (1974-79)	10
1.02.6 Sixth Five-Year Plan (1980-85)	10
1.02.7 Seventh Five-Year Plan (1985-90)	11
1.02.8 Eighth Five-year Plan (1992-97)	12
1.02.9 Ninth Five-Year Plan (1997-2002)	13
1.02.10 Tenth Five-Year Plan (2002-2007)	14
1.03 STEPS OF SARVA SHIKSHA ABHIYAN IN WOMEN EDUCATION	15
1.04 VOCATIONAL EDUCATION AND WOMEN	16
1.05 VOCATIONAL INTEREST AND EDUCATION	25
1.06 VOCATIONAL GUIDANCE	28
1.07 VOCATIONAL GUIDANCE IN SECONDARY STAGE	36
1.08 VOCATIONAL INTEREST AND SOCIO-ECONOMIC STATUS	38
1.09 VOCATIONAL INTEREST AND TEACHERS' GUIDANCE	41
1.10 VOCATIONAL INTEREST AND PARENTAL GUIDANCE	43
1.11 VOCATIONAL INTEREST AND SCHOLASTIC ACHIEVEMENT	46
1.12 STUDENTS' VOCATIONAL CHOICE AND DECISION-MAKING	48
1.12.1 General Principles of Vocational Choice	48
1.12.2 Decision-making in Guidance	50

1.13	SIGNIFICANCE AND NEED OF THE STUDY	52
1.14	TITLE OF THE STUDY	58
1.15	THE OBJECTIVES OF THE STUDY	58
1.16	HYPOTHESIS	59
1.17	DEFINITION OF THE TERMS	59
1.18	DELIMITATION OF THE STUDY	62
CHAPTER – II : REVIEW OF RELATED LITERATURE		63–87
2.00	INTRODUCTION	63
2.01	STUDIES RELATED TO VOCATIONAL INTEREST	63
2.02	STUDIES RELATED TO VOCATIONAL INTEREST AND SOCIO- ECONOMIC STATUS	69
2.03	STUDY RELATED TO SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT	70
2.04	STUDY RELATED TO VOCATIONAL INTEREST AND SOCIO-ECONOMIC STATUS	72
2.05	STUDIES RELATED TO VOCATIONAL INTEREST AND ACADEMIC ACHIEVEMENT	75
2.06	STUDIES RELATED TO VOCATIONAL INTEREST AND TEACHERS & PARENTAL GUIDANCE	82
CHAPTER – III : METHODS AND PROCEDURE		88-109
3.00	INTRODUCTION	88
3.01	DESIGN OF THE STUDY	88
3.02	SELECTION OF GEOGRAPHICAL AREA	88
3.03	POPULATION	89
3.03.1	Selection of THE Sample	89
3.03.2	The Sample of Schools	89
3.03.3	The Sample of the Students	91
3.03.4	The Sample of Teachers	92
3.03.5	The Sample of the Parents	93

3.04	TOOLS USED IN THE STUDY	93
3.04.1	Vocational Interest Record (VIR)	94
3.04.2	Administration of VIR	97
3.04.3	Scoring	97
3.04.4	Reliability	97
3.04.5	Validity	98
3.04.6	Norms and Interpretation	98
3.05	OCCUPATIONAL ASPIRATION SCALE (OAS)	99
3.05.1	Administration	99
3.05.2	Instructions	100
3.05.3	Scoring Instructions	100
3.05.4	Application	101
3.06	QUESTIONNAIRES FOR THE GIRLS TO KNOW THE LEVEL OF AWARENESS IN REGARD TO DIFFERENT VOCATIONS OF INTEREST	101
3.06.1	Administration of the Tool	102
3.06.2	Analysis of data and interpretation :	102
3.07	QUESTIONNAIRES FOR TEACHERS FOR ELICITING INFORMATION ABOUT SCHOOL	102
3.08	INTERVIEW SCHEDULE FOR THE PARENTS FOR ELICITING INFORMATION ABOUT THEIR OPINION ON DAUGHTERS' FUTURE	103
3.08.1	Administration of the Questionnaires	104
3.08.2	Analysis of Data and Interpretation	104
3.09	SOCIO-ECONOMIC STATUS SCALE	104
3.09.1	Administration of the Scale	105
3.10	QUESTIONNAIRES TO ELICIT INFORMATION REGARDING VOCATIONS PREFERRED BY THE GIRLS	106
3.10.1	Administration and Analysis	106
3.10.2	Tabulation and organization of Data:	106
3.11	STATISTICAL TECHNIQUES USED	107
3.11.1	Graphical Representation	108
3.11.2	Frequency Distribution	109
3.11.3	The Histogram	109
3.11.4	Frequency Polygon	109

CHAPTER – IV : ANALYSIS AND INTERPRETATION OF DATA	110–177
4.00 INTRODUCTION	110
4.01 VOCATIONAL INTEREST OF GIRLS	110
4.01.1. Distribution of Girls on the basis of their interest in different Vocational areas	110
4.02 OCCUPATIONAL ASPIRATION OF GIRLS	114
4.02.3 Occupational Aspirations of Girls in Rural and Urban Areas	117
4.03 ANALYSIS OF DATA BASED ON THE QUESTIONNAIRES FOR THE GIRLS TO KNOW THE LEVEL OF AWARENESS IN REGARD TO DIFFERENT VOCATIONS OF INTEREST	118
4.03.1 Choice of courses for future study	118
4.03.2 Reasons for future study	120
4.03.3 Sources of information about the vocation	122
4.03.4 Sources of Knowledge about the Vocation of Interest	123
4.03.5 Sources of Inspiration	125
4.03.6 Choice of Vocation of Interest	127
4.03.7 Facilities available at Home	128
4.03.8 Facilities available at School	129
4.04 SOCIO-ECONOMIC STATUS OF THE GIRLS	131
4.04.1 Vocational Interest of Girls and Socio-Economic Status of the Parents	132
4.04.2 Educational background of parents	134
4.04.3 Educational background of fathers	135
4.04.3 Educational background of mothers	136
4.04.5 Educational Status of Fathers and Mothers	137
4.04.6 Educational Status of Fathers	138
4.04.7 Educational Status of Mothers	139
4.04.8 Parents' Income Level	139
4.04.9 Income Level of Fathers and Mothers	141
4.04.10 Household Facilities of the Respondent Girls	142
4.05 EDUCATIONAL AND VOCATIONAL PREFERENCE OF THE PARENTS	143
4.05.1 Parents' Educational Aspirations for their daughters	144
4.05.2 Parents' Choice of Courses for their daughters	145
4.05.3 Parents' Opinion about their Daughters' Future	146
4.05.4 Extra Activities preferred by the Parents for their Daughters	148
4.06 CARE AND GUIDANCE OF PARENTS AND PROBLEMS FACED BY PARENTS IN DEVELOPING VOCATIONAL INTEREST OF GIRLS	150

4.07	TEACHERS' OPINION ON EXTRA-CURRICULAR ACTIVITIES	151
4.08	PARENTAL GUIDANCE AND VOCATIONAL INTEREST OF THE GIRLS	154
4.09	TEACHERS' GUIDANCE AND VOCATIONAL INTEREST OF THE GIRLS	156
4.10	THE SCHOLASTIC ACHIEVEMENT OF THE SAMPLED GIRLS (125) OF SECONDARY SCHOOLS	158
4.10.1	Achievement of the Girls	158
4.10.2	Relationship between Vocational Interest of Girls and Scholastic Achievement	160
4.10.3	Relationship between the Scholastic Achievement and Vocational Interest of Girls	162
4.11	VOCATIONAL INTEREST OF THE GIRLS AND EDUCATIONAL BACKGROUND OF THE PARENTS	163
4.11.1	Vocational Interest of the Girls and Educational Background of the Fathers	163
4.12	VOCATIONAL INTEREST OF THE GIRLS AND EDUCATIONAL BACKGROUND OF THE MOTHERS	165
4.13	VOCATIONAL INTEREST AND CASTE OF THE GIRLS	167
4.14	RELATIONSHIP BETWEEN VOCATIONAL INTEREST AND CASTE OF THE STUDENTS	168
4.15	SOCIO-ECONOMIC STATUS OF THE PARENTS AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS	171
4.15.1	Parents' Monthly Income and Scholastic Achievement	171
4.16	EDUCATIONAL BACKGROUND OF MOTHERS AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS	173
4.17	FATHERS' EDUCATIONAL BACKGROUND AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS	174
4.18	THE VOCATIONS PREFERRED BY GIRLS	175
CHAPTER – IV : DISCUSSION, FINDINGS AND CONCLUSION		178–209
5.00	INTRODUCTION	178
5.01	DISCUSSION	178
5.01.1	Vocational Interest of the Girls	179
5.01.2	Level of Vocational Interest	179
5.01.3	Socio-economic Status and Vocational Interest of the Girls	180
5.01.4	Parental Guidance and Vocational Interest of the Girls	182
5.01.5	Teachers' Guidance and Vocational Interest of the Girls	183

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Dated

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LIST OF THE TABLES

Table-3.03.1	Constituency -wise sample of provincialised schools	90
Table-3.03.2	List of the constituency-wise distribution of the sampled schools.	91
Table-3.03.3	Constituency-wise in the distribution of the sampled students	92
Table-3.03.4	The sample of teachers	93
Table-3.04.5	The quantitative method of interpretation and classification of vocational interest.	98
Table-3.05.3	Scores of different alternative responses	100
Table-4.01.1	Frequency Distributions of the Scores and the Percentages of the Girls in different Vocational Areas	112
Table- 4.02.1	Occupational Aspiration Level of Girls in Dibrugarh District	115
Table-4.02.2	The Mean, Standard Deviation, Range and Skewness of the Girls.	116
Table - 4.02.3	Occupational Aspiration of Rural and Urban Girls	117
Table - 4.03.1	Choice of courses for future study	119
Table - 4.03.2	Reasons for choosing courses for future study	120
Table - 4.03.3	Sources of information about the vocation	122
Table - 4.03.4	Sources of Knowledge about the Vocations of Interest	124
Table - 4.03.5	Percentage of girls regarding sources of inspirations	126
Table - 4.03.6	Important Considerations for Choice of Vocation	127
Table - 4.03.7	Girls' opinion about the facilities available at home	129
Table - 4.03.8	Girls' opinion about the facilities available at school	130
Table-4.04.1	Relationship between Economic Status of the Parents and Vocational Interest of Girls	133
Table - 4.04.2	Educational Background of Fathers and Mothers	134
Table - 4.04.3	Educational background of Fathers	135
Table - 4.04.4	Educational background of Mothers	136

Table-4.04.5	Educational Status of the 125 Sampled Parents	137
Table-4.04.6	Educational Status of 125 sampled Fathers	138
Table-4.04.7	Educational Status of Mothers	139
Table-4.04.8	Parents' Income Level	140
Table-4.04.9	Economic Status of Fathers and Mothers	141
Table-4.04.10	Household Facilities and Social Status of the Respondent Girls	142
Table-4.05.1	Parents' Educational and Vocational Preference for their daughters	144
Table-4.05.2	Parents' Choice of Courses for their Daughters' Future Study	145
Table-4.05.3	Parents' Opinion about their Daughters' Future	147
Table-4.05.4	Areas of Extra Activities preferred by Parents for their Daughters	148
Table-4.06.1	Parents' Care and Guidance	150
Table-4.07.1	Facilities in the Co-curricular Area	151
Table-4.07.2	Facilities, guidance, relation of teachers with students and parents	152
Table-4.08.1	Relationship between Parental Guidance and Vocational Interest	154
Table-4.08.2	Vocational Interest of Girls of Rural and Urban Parents of the Girls	155
Table-4.09	'Relationship between Teachers Guidance and Vocational Interest of the Girls	156
Table-4.09.1	Vocational Interest of Girls of Rural and Urban Teachers	157
Table-4.10.1	The number and percentage of students securing 1st, 2nd and 3rd divisions in Dibrugarh district, in the year 2004-05.	159
Table-4.10.2	Relationship between the Scholastic Achievement and Vocational Interest of Girls	161
Table-4.10.3	Relationship between the Scholastic Achievement and Vocational Interest of Girls	162
Table-4.11.1	Percentage of Vocational Interest of the girls and Educational Background of the Fathers	164

Table-4.11.2	Relationship between Vocational Interest of the girls and Educational Background of the Fathers	165
Table-4.12	Percentage of Vocational Interest of the girls and Educational Background of the Mothers	166
Table-4.12.1	Relationship between Vocational Interest of the girls and Educational Background of the Mothers	167
Table-4.13	Caste-wise distribution of the sampled girls studying in the secondary schools.	168
Table-4.14	Relationship between Caste and Vocational Interest of the Girls	170
Table-4.15.1	Relationship between Economic Status of Parents and Scholastic Achievements of Girls	172
Table-4.16	Relationship between Mothers' Education and Scholastic Achievement of Girls	173
Table-4.17	Relationship between Fathers' Education and Scholastic Achievement of the Girls	174
Table -4.18	Vocations usually preferred by Girls'	176

LIST OF FIGURES

Fig. 4.01.1	Percentage of Various Vocational Interest Areas of the Girls	114
Fig. 4.02.1	The level of aspirations of the girls in different occupations	116
Fig. 4.02.3	No. of Schools, Mean and Standard Deviations of the Scores of Rural and Urban Girls	118
Fig. 4.03.1	The choices of courses for future study	120
Fig. 4.03.2	The reason for choosing courses for future study.	121
Fig. 4.03.3	The level of Information about Vocations	123
Fig. 4.03.4	Sources of Information	125
Fig. 4.03.5	The Sources of Inspirations of the Girls	126
Fig. 4.03.6	The Reason for Choices of Vocations	128
Fig. 4.04.5	The Educational Status of Fathers and Mothers.	138
Fig. 4.04.9	Shows the Economic Status of Fathers and Mothers	142
Fig. 4.05.2	The choices of the Courses preferred by the parents	146
Fig. 4.05.4	Different Areas of Extra Activities preferred by Parents for their Daughters	149
Fig. 4.11.1	The Scholastic Achievement of Girls in the year 2004-05	160
Fig. 4.14	The caste-wise break-up of the girls in the secondary schools	168
Fig. 4.19	Shows the Percentage of Vocational Interest Areas.	177

ABBREVIATIONS USED IN THE THESIS

A	Aesthetic, Artistic
AA	Academic Achievement
AD	Administrative
Ag	Agriculture
C	Commercial
CBSE	Central Board of Secondary Education
Co	Constructive
DF	Difference
F	Frequency
H	Household
HP	Health & Paramedical
HSLC	High School Leaving Certificate
IRDP	Integrated Rural Development Programme
L	Literary
M	Mean
MOBC	More Other Backward Classes
NCERT	National Council for Educational Research and Training
NFLS	Nairobi Forward Looking Strategies
NREP	National Rural Employment Programme
O	Others
OAS	Occupational Aspiration Scale
OBC	Other Backward Classes
P	Persuasive
Q	Questionnaire
S	Social
SA	Scholastic Achievement
Sc	Scientific
SC	Scheduled Caste
SD	Standard Deviation
SE	Standard Error
SEBA	Board of Secondary Education, Assam
SESS	Socio-Economic Status Scale
ST	Scheduled Tribe
T	Textile
TRYSEM	Training of Rural Youth for Self Employment
VEP	Vocational Education Programme.
VIR	Vocational Interest Record

CHAPTER – I

INTRODUCTION

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INTRODUCTION

1.00 INTRODUCTION

Education plays a very important role in human life. Education aims at the modification of the behaviour of the child. It helps him to adjust himself according to the environment and in accordance with his nature. In real sense education is growth and development. Growth is used in terms of volume (quantity) and development in quality. A society transmits its ways of life to succeeding generation through education. It is a process through which knowledge is gained, skills are developed, and values and behaviour patterns are evolved. It should lead to the development of the whole person. The main objective of education is to develop the capacities, which will enable each person to manage himself in the most effective manner. The mental powers of people are playing an expanding role in social and economic developments. It helps in the realization of individual dignity, human progress and even national survival. To help every person develop these powers is just a tremendously important goal of education.

Education means to harness potentialities of human being as a valuable resource for the welfare of the society.

Any comprehensive approach to development underlines the significance of education in three related ways, as a basic human needs, as a means of meeting other basic needs and as an activity that sustains and accelerates overall development naturally.

The chief aim of education is social and economic development and human welfare. The function of education is not only to enable people to adjust to their environment, but also to change the environment when necessary. The fulfillment of this function will depend largely upon the effectiveness of the educational system in helping each person to develop his capacities so that he may make his maximum contribution to society and in return reap the full benefits of what society has to offer.

The education of girls and women is an integral part of national development. Apart from being a wife and a mother, a woman must play a positive role in the country's planning and progress and she must develop her own talent. She has 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 setup of her country and herself. Our girls have all the potential qualities - mental and physical, but these will have to be nourished until they grow in to full and glorious womanhood.

Education for vocation should rise woman's productivity, health and nutrition, education and income level of the family, create congenial home atmosphere, and ultimately leading to

upward mobility of the family. A well-planned policy of education of women will not only reduce gender disparity, but also enhance the quality of life and living.

1.01 DEVELOPMENT OF WOMEN EDUCATION IN INDIA

In India, the Charter Act of 1813, first compelled the East India Company to accept the responsibility for the education of the Indian people. But any involvement in the education of women was still avoided as a measure of administrative wisdom. It was feared that it might create a social commotion. The credit for understanding the task of women education goes to the missionaries who pioneered opening the girls' school first for the children of Christian converts and later for others. 1820 is a memorable year, about a century and a quarter before Independence, when David Hare established a girls' school in Calcutta.

By the pioneering work of the foreigners, a few Indians came forward to lend support to organizing of special schools for girls and thereby breaking the traditional resistance to the education of women. Among the Indian pioneers the names of Raja Ram Mohan Roy and Pandit Ishwar Chandra Vidyasagar may be mentioned.

The Woods Despatch of 1854 reflected well Lord Dalhousie's views about education. It recorded that giving a good

education to the women, a far greater proportional impetus can be imparted to the educational and moral tone of the people than is possible by the education of men. The importance of female education in India cannot, therefore, be overstressed.

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

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

In 1921, education was transferred to the controls Indians under system of Diarchy and in 1937, Provincial Autonomy was introduced. These changes along with the phenomenal awakening of Indian womanhood on account of the political struggle for Independence made it possible to drift away from the too hesitant policies of the British Government and to take a more active part in the education of women.

The Report on the Post-War Educational Development (1944), the last important educational document before Independence struck a new note by observing that it was no longer

necessary to treat the education of women as a special problem requiring special measures for its advancement. It assumed that whatever was needed for boys and men, was also be needed for girls and women.

The University Education Commission (1948-49) though included a short chapter on women's education, but it did not pose any special issues in respect thereof. Regarding higher education, it observed that women's and men's education should have many elements in common, but should not in general be identical in all respects, as is, usually the case today.

The Indian Constitution came into force on 26th January 1950. Article 15 (1) provides that the state shall not discriminate against any citizen on any ground whatsoever. The Constitution of India make specific provisions for the education of women:

Article 15 (1) states: "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them." 2

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

Article 16 (1) states: "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State."

Article 39 (a) states: "The citizen, men and women equally have the right to an adequate means of livelihood."

In the Indian Constitution it is assured that no one is discriminated on the basis of sex. But in reality social taboos have historically been retarding the progress of women, especially in the field of education.

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

The problems of women's education has also been examined during the last decade by a number of Committees: The National Committee on Women's Education (1958-59); the Committee on Differentiation of Curricula between Boys and Girls (1962) and Bhaktavatsalam Committee (1963) which studied the problem in six states where the education of girls was less developed.

The Education Commission (1964-65) observed: "In the modern world the role of women goes much beyond the home and the bringing up of children. She is now adapting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects." The statement of National

Policy of Education (1967-68) was: "In the post-independence period the enrolment of girls as well as the number of women teachers has increased rapidly at all stages of education".

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

A noteworthy development in respect of women education was the declaration of 1976 as the 'Women's Education Year'.

The National Policy of Education (1986) document has observed that there is an urgent need to measure performance essentially on the basis of enrolment retention. Girls and children of poor and illiterate families need special remedial programmes, and a common core-curriculum also needs to be developed.

1.02 WOMEN'S EDUCATION IN FIVE-YEAR PLANS

Education, being the most powerful instrument for empowering women, assumes special priority in five-year plans. In the field of education, emphasis was laid on increasing the participation of women in the educational process. Accordingly, various efforts were made in the five-year plans for women education which is discussed below.

1.02.1 **First Five-Year Plan (1951-56) :**

The problem of women's education in India is above all the problems of the education of grown-up women. Generally women cannot always be educated in the same continuous fashion as men. Unlike boys, girls are forced to suspend their studies in the early teens due to a variety of reasons and take up wider responsibilities of the home arrangement should therefore be made to facilitate resumption of studies by women at a time when they have leisure.

First five year plan provided due importance to women's education. The general purpose and objective of women's education cannot of course be different from the purpose and objectives of men's education. There are, however, vital differences in the way in which this purpose has to be realized.

1.02.2 **Second Five-Year Plan (1956-61) :**

This five-year plan describes the importance of girls education in its Chapter XXIII Education under its head 'Secondary Education (Girls Education)'. At the Secondary stage, the education of girls lags seriously behind. At present out of total population of 12 million girls in the age group 14-17 year, about 3 per cent are attending schools. Plans of states do not provide sufficient measure for the education of girls, for the number of high schools for girls is expected to increase from 1500 to 1700 only by the end of the Second Plan.

1.02.3 **Third Five-Year Plan (1961-66) :**

This five-year plan describes importance of women education in its Chapter XXIX Education under the head of 'Elementary Education (Girls Education)'. It stated that 'A very large gap still exists between the proportion of boys and girls attending school. The National Council for Women's Education carefully considered the special measures needed for promoting the education of girls at the primary, middle and secondary stages and made a series of recommendations. These include the provision of quarters for women teachers, special allowances for women teachers working in rural areas, condensed education courses for adult woman so as to enlarge the supply of woman teachers, stipend for women teacher trainees, attendance prizes and scholarship, appointment of school mothers in coeducational institutions and provision of necessary amenities have been embodied in the plans of the states.

1.02.4 **Fourth Five-Year Plan (1969-74) :**

This five-year plan described the importance of education in its Chapter XVI 'Education and Manpower' under 'Girls Education'. It stated that "Sustained efforts to extend education among girls have been made from the First Plan period. Girls students, as a percentage of their population in the relevant age-group, increased from 25 in 1950-51 to 1959 in 1968-69 in classes

IX-XI. The gap between the enrolment of boys and girls is still considerable. During the fourth plan, the enrolment of girls will be further increased through the organization of special programmes the nature of which will vary from state to state".

1.02.5 **Fifth Five-Year Plan (1974-79) :**

The Central and State Government have taken a number of steps to stimulate the education of girls and women. These included creation of separate cells in the State Directorates of Education, to look after the programmes of girls' education, establishment of polytechnics for girls, constructions of staff quarters for women teachers in rural areas and girls' hostels, introduction of condensed educational courses, assistance to voluntary educational organizations working in the field of women's education and holding of seminars in different states to discuss problems and programmes of girls' education.

1.02.6 **Sixth Five-Year Plan (1980-85) :**

In the history of planning in India, the first time, the separate chapter on "Women and Development" was introduced in the Sixth Five-Year Plan (1980-85). This chapter included three important sector for women in India like: education, employment and health. There was also the provision for incentive for school-going girls, like uniforms, free books, stationery and attendance

scholarships. A centrally sponsored scheme on 50:50 basis with the State Governments was provided for the construction of hostel facilities for encouraging scheduled caste and scheduled tribe girls.

1.02.7 **Seventh Five-Year Plan (1985-90) :**

This five-year plan made the emphasis on women education under the following :

1. Efforts will be made to provide 100 per cent coverage for education of girls up to the age of 14 years. Priority will be given to retain girls in schools. Incentives like uniforms, text-books and attendance scholarships will be continued for the needy girls. Non-formal education will be expanded to benefit girls in 6-14 age group.
2. It has been proposed to provide free education for girls up to the end of the higher secondary stage.
3. The educational content of the adult-education programme is to be modified to incorporate new value systems in the community regarding the role of women in the family and community in addition to increasing the coverage of literacy. The number of non-formal education centres for girls will be increased. In the rural areas, Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP), Training of Rural Youth for Self Employment (TRYSEM) and the other such programmes will have a component of functional literacy for women.

4. Talented girls all over the country will be encouraged to pursue higher education. For this, it is proposed to expand the 'Open Learning Systems' including corresponding courses for women.

5. For the promotion of technical and vocational education for girls, more and more polytechniques for women are to be set up during the plan period. Programme for vocationalisation of education for girls is to be expanded.

6. To boost education among the girls belonging to scheduled castes, scheduled tribes, and other weaker sections additional facilities would continue to be provided under the 'Development of Backward Classes' sector.

7. Participation of girls and women in sports and games will be encouraged. Stress will be laid to identify sports talent among women and provision made for sports scholarships, coaching and nourishment support for promising girls to raise their standards of performance in competitive games.

8. Priority will be given to women in teachers' training programmes to increase the availability of trained women teachers.

1.02.8 Eighth Five-year Plan (1992-97) :

The thrust areas of Eighth five-year plan in the field of education for both the sexes are as follows :

1. Universalisation of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening of vocational education so as to relate it to the emerging needs in the urban and rural settings.

2. Focus should be given on women's literacy which has a beneficial impact on children's literacy as well as other national objectives like population control and family welfare.

1.02.9 Ninth Five-Year Plan (1997-2002) :

The development strategy of the Ninth five-plan on Women Education are as follows:

1. Empowerment of Women and Socially Disadvantage Group such as Scheduled Caste, Scheduled Tribes and other backward classes and minorities as agents of socio-economic change and development.

2. Secondary education curricula continued to be liberal and oriented to the first-degree courses, in spite of the strong advocacy in favour of vocationalization and investments made to divert students to vocational courses.

3. The Ninth plan will lay emphasis on the revision of curricula so as to relate these to work opportunities. Girls and members of disadvantage groups will be provided with scholarships,

hostels and other incentives, for facilitating their participation in secondary education.

4. Pre-vocational training at the secondary level and employment-oriented courses at the higher secondary level, suited both to industrial and agricultural development, will be provided along with hands on training.

1.02.10 **Tenth Five-Year Plan (2002–2007) :**

The National Working Group on Vocationalization Education (also known as the V.C. Kulandaiswami Committee 1985) reviewed the Vocational Education Programme (VEP) extensively and developed guidelines for the expansion of the programme. Its recommendation lead to the initiation of the centrally sponsored scheme on vocationalisation of secondary education in February 1988.

1. There is need for vertical mobility in the vocational streams. Students who complete +2 in a particular stream should be able to specialize and obtain diplomas and degree certificates so as to get value-added jobs and better employment opportunities.

2. The vocational courses should be demanding and need-based, keeping in mind the constantly changing requirement of technologies / industries. Vocational courses must have an in-built flexibility to allow students to switch courses with changes in demand patterns.

3. There should be focus on the schemes like the Sarva Shiksha Abhiyan, Adult Education and vocational education programme at schools, ITIs, Polytechniques and community colleges etc.

4. Vocational education scheme should focus on the capacity of local industry to absorb students of a particular trade.

5. Urgent attention needs to be given to training vocational education teachers.

1.03 STEPS OF SARVA SHIKSHA ABHIYAN IN WOMEN EDUCATION

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

During the 10th five-year plan period the Government takes an important objectives of universal access to primary education by 2007. The Government has taken some steps in this area -

- i) All children complete five years of primary schooling by 2007.
- ii) All children complete eight years of elementary schooling by 2010.

It is hoped that in the stipulated time period the country will achieve the desired objective.

1.04 **VOCATIONAL EDUCATION AND WOMEN**

Vocational Education means a part of one's education intended to help one to choose an occupation, prepare for it to enter income generating employment, hold employment, secure promotion or to change occupations. The guiding purpose of technical vocational education is to develop the competences needed to enter or advance in a vocation or career. A vocation is one's work. Every vocation has its economic aspects, the production of goods or services of economic value. The development of vocations increases the amount and quality of goods and services for human being. It will continue to increase them.

It is a fact that about half of the total available human resource of the country is women. Optimum utilization of potentiality of this category of human resource will ensure not only the individual development, but also development of society and nation at large. The first U. N. Conference on Women was held in Mexico City in 1975 on the theme of equality, development and peace. Measures should be taken to enhance the equality and participation of women in the development and decision-making. Some countries have defined the functions of the national mechanism in this manner and provided them with the requisite

power of resource support. At the same time the strength of the argument that women's affairs can not be separated from the sectoral agencies responsible for planning and implementation of development in the field of agriculture and rural development, industry, energy, science and technology, urban and rural development, education, health and other social services must be acknowledged.

In the 2nd Conference on Women organized in Copenhagen in 1980, emphasis was given on education, health and employment of women. In terms of decreasing the disparities between men and women in one group of developing countries on one hand, and the disparities between the developed and the developing countries on the other. There is also evidence to suggest that despite legislative steps, prejudices, traditional attitudes and practices continued to perpetuate discrimination against women.

Experiences acquired during the U.N. Decade for Women, equality, development and peace had indicated how the process of development can be promoted or constrained by integration or non-integration of the productive and household functions of women in to the development process. The Decade has increased the general awareness of the continued violations of the basic rights and needs of women. It has also contributed to the knowledge of the role of women in development, reflecting the developmental dimension of the problems and stimulating further along those

lines at the national and international, and further elaborated the common strategy to spend up their economic and social progress and promote the efforts towards the establishment of the new international economic order.

The review and evaluation of the progress in this field particularly at the mid point of the 3rd U.N. Development Decade and at the end of the U.N. Decade for Women, indicate that some positive changes have been achieved, particularly in providing some basic pre-conditions for the integration of women in to the development process.

A document known as the Nairobi Forward Looking Strategies (N.F.L.S.) for the advancement of women to the year 2000 was adopted in the 3rd Conference on Women held in Nairobi, Kenya, in 1989. In 1995, the 4th U. N. Conference on Women was held at Beijing to review the implementation of NFLS as well as to discuss how women have fared in areas such as education, health, employment, family life, politics and human rights. Education should raise women's productivity, health and nutrition, education and income level of the family, create congenial home atmosphere, ultimately leading to upward mobility of the family. A well-planned policy of education of women will not only reduce gender disparity, but also enhance the quality of life and living. The Government of India, Ministry of Human Resource Development, presented a country paper for the Fourth World Conference on Women at

Beijing in 1995. This was the historical process which earned women not only equality in the constitution of India, but even protective discrimination from the state also.

In our country education of women was completely neglected. Women were thought to be fit for limited vocations but it is observed that recently women have entered in almost all professions with success. In the North-East region, the educated women have made their places in the outer world besides in their houses. Women in this region are setting up boutiques, crèches, and private schools for formal education, music, cooking, stitching, knitting, weaving and various other courses. Now a days more and more women are coming forward for joining vocational and technical courses. Vocation can help girls to see their places in the world. It can furnish their opportunities to learn to get along with others and add to their self-confidence because, through work, they will discover their latent abilities and develop new skills. Therefore, all girls need to receive some preparation for vocation while in school.

Vocational education for girls should impart the following realizations and experiences :

- (i) Discovering that work can be pleasurable.
- (ii) Learning to make the weakest opportunity through proper initiative alertness, willingness to apply and pride in achievement.

- (iii) Developing one quality of perseverance, reliability and responsibility.
- (iv) Comprehending the importance of work in one's life.
- (v) Growing in the ability to get along with others in weak relationships.
- (vi) Comprehending the places of the works in the nation's development.
- (vii) Understanding one's own abilities and work fitness.
- (viii) Understanding ones' temperamental needs in relation to the kind of work.
- (ix) Knowing the types of work available to suit one's capabilities and interest.

Women now have unlimited opportunities to combine and integrate their interests in the home and outside. Since independence, several departments of the Government, voluntary organizations and profession, the community development and women's welfare programmes have opened numerous opportunities for educated women to take up careers. Therefore girls need to be educated for taking up these careers.

The present position of women's education and training has to be seen against the composite perspective of India's advancement in many spheres in the last four decades, the socio-

cultural situation of Indian women over hundreds of years, the quality of status guaranteed to them under the Indian constitution, and the remarkable rise in the interest in the women's issues in academic and administrative circles over the last ten years in particular.

The National Policy of Education (N. P. E.) 1986 highlights the problems related to women's education. It clearly mentions that it is not only the subordinate status given to women society, but as lack of pursuit of well-designed programmes for granting them equality of opportunities in all walk of life, nor equal opportunity for education that has obstructed the growth of women. There are projects for women's equality, universalization of education at primary and elementary levels, secondary and higher education and non-formal education.

N. P. E. attempts to build academic programmes and social activities around the child. It also offers a strong support to non-formal, flexible, primary and elementary education suited to the needs of working children. The Central Social Welfare Board has developed a condensed course for rural women in language and mathematics with a view to bring them in to the mainstream. The modules on "Equality of Women" and "Elimination of Sex Bias" have also been developed for the massive teacher training programmes launching in India. India has also taken the lead in orientation programmes for key persons and resources all over

the country in identification of the areas of sex bias. Operating in textual materials in languages, some methods have also been devised to rectify mistakes by making useful and concrete suggestions so that the stereotyped image of the women is replaced by the image of a "New Woman" who is confident, self-reliant and self-propelled.

In order to increase the occupational opportunities for women, it is proposed to establish four residential polytechnics during the current plan and six during the next plan. It has been suggested that care must be taken to ensure that these polytechnics do not restrict themselves to traditional courses like typing, tailoring and sewing etc. but on the contrary train the women in marketable skills related to "visible" occupation emerging from advancement in science and technology.

The most welcoming tendency in women's empowerment and effort to co-ordinate the programme of formal and non-formal education, health and family welfare and further important trend is to reduce the operational and decision-making distance between Government and voluntary agencies, so that the people's movement for education and development may gather momentum.

Vocational interest is usually meant what an individual considers to be the ideal vocation for him. The individual gives expression to his vocational aspiration through the best-liked occupation. Occupation may be defined as relatively continuous

patterns of activities that provide individual livelihood. The term "Vocation" indicates one's occupation, business or work in which one is regularly employed or engaged.

For every young child, the world of work is remote and without immediate meaning. But about the age of 14 or 15 years a young person with a growing perception of the world around them, becomes aware that school life is in many ways a preparation for their future life. One very important aspect of this is their future life. It is not desirable that they should at this stage a particular job. Indeed, it may very well be specific. However, what does matter is that they are thinking about the future and therefore, provided that proper use is made of vocational motive, a strong education force is available on which to plan their future course.

By the wise choice of an occupation one may find a large share of life pleasures and satisfaction in one's work. The choice of an occupation influences every other aspects of life. It determines where the families live, the type of school where the children will go and so on.

In the modern society, every individual needs to choose an occupation. Thus, both male and female engage themselves in same or other type of occupation to earn living. Therefore, vocation distinguishes one person from another. It gives a feeling of independence and at the same time unite men and women of

different origin and background equally. Vocations are not hereditary determined but they depend upon individual choice, interest and abilities and change of occupation is a frequent occurrence of the day.

Preference for a vocation, which is suitable to one's interest, ability and need, is one of the most important requirements in the life of every modern citizen. It is true that in spite of the agony of unemployment, there are still many who are suffering even after they were well placed in certain vocations of high prestige or earnings. The reason being the fact that every occupation is not according to everybody's interest or capability. Wrong choice of an occupation can make a person against his own occupation and lead a displeased professional life. Hence it is essential for a person specially a youth who is just at the threshold of taking up an occupation to give ample scope to expose himself to differential occupational situations and let him find out or develop his interest for the vocations he has natural inclination at the right time or age.

The child up to 12 years of age does not bother much about their future career but as they reach 16 years of age, they start to think about their future career. The choice of future career by adolescent significantly affects their future social relationship in the society. Sometimes parents thrust their aspirations upon their children. There is need for

systematic educational and vocational interest of children and stimulating them to have such interest if they have none. Boys and girls begin to show concern about possible vocational choices and goals when they reach adolescence. Earlier, unrealistic impulsive aims give way to aspiration more directly related to their past experiences.

Making a vocational choice is a difficult problem for young people, whose work opportunities have been limited to chores at home, working in stores, helping in service stations and these kinds of unskilled labours. Their knowledge of world work is gained through unsystematic reading, observations, being around business establishments and thinking of haphazard opportunities to learn. From their knowledge and work experiences they are expected to make choice out of the multitude of jobs and career plans available in a complex society. Vocational interest of the students depends upon knowledge, attitudes, values, physical characteristics and environmental influences.

1.05 VOCATIONAL INTEREST AND EDUCATION

Adolescence period is the development of various types of interest such as social interest, recreational interest, personal interest and vocational 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 vocational interest and striving towards economic independence. The choice of vocation is an important decision a person must make for himself. Vocational 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 vocational interest 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 vocational interest.

3. Sex differences make great differences in the choice of vocation 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 vocational choice by the prestige, income and social recognition to the profession by the society.

Moreover, socio-economic class, intellectual level, availability of vocation 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 vocational interest. Hobbies and boyhood occupations are vital instruments in vocational selection. Vocational interest 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 vocational interests.

Girls, as a rule, decide on their vocations 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 vocation -

"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' vocational interests are more homogeneous than boys.

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

1.06 VOCATIONAL GUIDANCE

According to the principles adopted by the National Vocational Guidance Association in 1937, "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned

primarily with helping individuals make decisions and choices involved in planning a future and building a career - decisions and choices necessary in effecting satisfactory vocational adjustment."⁷

After 1945, the concept of vocational guidance has undergone a dynamic change. It is being realized that problems of vocational choice are often complicated by many factors related to the individuals mental health, physical health, social problems, personal value, peculiar family conditions, monetary status etc. Now it is being realized that success or failure of vocational guidance depends upon the degree to which it facilitates individual adjustment to work within the limits imposed by characteristics vocational pattern and socio-economic factors.

Vocational assistance involves the discovery, awareness and affirmation of the individual's own strength. As a function of the school, vocational 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 vocational 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 vocational 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.

Vocational 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 vocational guidance.

Vocational 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 vocational 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 vocational guidance had been given to them in the high school itself, the meaningless rush in colleges and the futile pursuit of learning would disappear.

Vocational 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 vocational 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 vocational 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 vocational sequences. This processing takes a form of either -

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

The first approach usually emphasize skill training and there might be little or no vocational 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. Vocational 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 vocational education." The commission had proposed that by 1980, 50% of all the students studying in senior secondary schools would take up a vocational 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. Vocational 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.

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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 vocation 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.

1.07 VOCATIONAL 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 vocational 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 vocational 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 seems likely that this expanding vocational preparation will be broader than it has generally been in the past, that it will be cornered with the way of life of the industrial worker, the farmer, the business worker and the 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.

1.08 VOCATIONAL INTEREST AND SOCIO-ECONOMIC STATUS

Socio-economic status is one of the important social factors for bringing up children well. To make valuable assets of the society, the parents must play a significant role. The experiences one undergoes during childhood are very important because it influences the personality development of the children.

Socio-economic status of a person is a term, which is based upon social as well as economic evaluations. It is a position that an individual of a family occupies by means of his income, education, occupation, cultural possessions and participation in the group activity of the community. Here, an effort has been made to assess the vocational interest of the girls in

relation to their economic background. Economic background of a person in society obviously effect in different aspects of life such as cultural, religious, moral, educational, and even in vocations. Not only that, one's achievement in life is greatly determined by his/her economic position and status in society. This analysis ascertained the influence of economic position on vocational interest of the students. Parents' occupation has an effective influence on the vocational interest of their children. This has been focused by several earlier studies. Sharma (1970) reported that children of high social class origin are more likely to aspire for high occupational goal than the children of low class. He also reported that socio-economic status appears to be the most important factor influencing children's vocational interest. Dabir (1990) in his study concluded that socio-economic status of parents is most consistently associated with the level of vocational interest of their children. Thus one can establish some relations between parents' socio-economic status and children's vocational interest. In this study, socio-economic status of the parents is considered as vital determinant for children's vocational interest.

Poverty of parents also to a great extent responsible for their children education. The specific cause works in two ways- firstly, parents have to bear direct cost for educating their children in the form of examination fees, books, school dresses etc. and secondly, they have also to bear indirect cost by lowering the

income that the children would have otherwise earned if they have not been sent to school. The girls are withdrawn from the school because they have to assist the over-working mothers at home. The attitude of literate and illiterate parents towards the education of their children and actual steps taken by them to educate their children has vast difference.

Family socio-economic status affects the young person's status in the community and may influence their interpersonal relationship. The financial situation of the family determines the social status, the socio-economic condition of the students. Many children, specially girls from poor families do not complete high school education because of economic necessity and sometimes for the reason such as lack of encouragement or interest.

In the report of the committee on girl's education (1976-77), it was pointed out that 74% of girls in primary schools dropout before they become literate. Apathy of parents to send girls to school, necessity of girls to do domestic work, looking after their younger brothers and sisters when both the parents (from poor families) go out to work are a few of the numerous causes for wastage in women's education.

Even after independence and inspite of Article 45 of the constitution, girls' education continues to flounder in the backwash

of neglect and indifferent treatment. Even after compulsion was extended to girls, progress has been far from satisfactory. This may be due to lack of insistence on the penal provisions of the acts and of the endeavour to provide suitable background for improving attendance and educating public opinion. Even the provision of school meals and uniforms has failed to provide the desired results mainly because of the extreme poverty of the majority of the people for whom compulsion is intended.

Education of women is very important for the progress and development of the country. At present, there is a big lag between the boys and girls that are schooling; there are large differences in the rates of literacy, there is a lot of wastage and stagnation.

1.09 VOCATIONAL INTEREST AND TEACHERS' GUIDANCE

The teacher has a key role to play in guidance. Systematic and proper orientation of teachers would of course be necessary if they have to become increasingly efficient in guidance work. This could be done by providing them with special facilities to acquaint themselves with the basic purposes and functions of the guidance programme. Teachers' guidance is considered as an important influential factor in vocational interest of their students. The findings of several studies, Panda (1982), Goyal (1984), Dutta (1996), showed that teachers' guidance are likely to develop more

interest in different vocations because teachers serve as a potential source of inspiration to their children to give them encouragement and also guidance to accomplish their desired ends.

One of the main functions of guidance at the secondary level is to aid in the identification and development of the abilities and interest of adolescent pupils. It helps these pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability, to gain information about educational and vocational opportunities and requirements, to make realistic educational and vocational choices and plan based on a consideration of all relevant factors, and to find solution to their problems of personal and social adjustments of school and the home. It helps the teachers to understand their students as individuals and to create situations, which the students can learn more effectively.

The teachers administered psychological tests, collect other information about the pupils, maintain records of the data collected, give talks to the pupils, orienting them to educational and vocational selection, locate problem cases, give individual guidance through personal interview to the pupils regarding their educational, vocational and personal problems. This is the minimum function they have to perform. They can do besides this following up work, and conduct independent investigations. The actual guidance programme in a multipurpose secondary school will comprise of the following :

- (i) Giving orientation talks to the pupils regarding selection of courses and careers.
- (ii) Organization of curricular and co-curricular activities, which have bearing on guidance.
- (iii) Arranging visits to places of vocational interests.
- (iv) Preparation of the cumulative record and individual profile.
- (v) Arranging parent-teacher conferences and finding their views.
- (vi) Interviewing the pupils for counseling, and
- (vii) Finally having staff conference.

1.10 VOCATIONAL INTEREST AND PARENTAL GUIDANCE

Any guidance endeavour of the school should be based on the premise that the parents are the child's principal councillor, just as parents have the primary duty to educate their childhood so they have the basic obligation of providing sound guidance to them. It is the task of the school also to aid the parents so that the young person makes the correct decision and attains optimum personal development. The faculty in general and the guidance worker in particular must assist parents to understand the child so as to determine educational and vocational possibilities for their children. Parents' faith and greater appreciation of the teachers' efforts and school programme may give increasing support to school activities.

In the early years of childhood, parents are the major influence in guiding and directing the child's vocational thinking and success; and failure of vocational guidance depends upon the degree to which it facilitates individual adjustment to work within the limits imposed by vocational pattern and socio-economic factors.

Vocational interest of the children is also influenced by parental guidance. Kurtz and Swenson (1951) in their studies reported that vocational interest of the students associated with parental guidance, influence and relationship with the children. Vanarase (1976) found the parental care was one of the determinant factors which affected the vocational interest of the students. It was also observed that students' performance was better when the parents encouraged them. Parents' guidance is regarded as most single important determinant of vocational interest of the children. It is to be reported that vocational interest is influenced by parental guidance.

In the early years of childhood, parents are the major influence in guiding and directing the child's vocational thinking and success; and failure of vocational guidance depends upon the degree to which it facilitates individual adjustment to work within the limits imposed by vocational pattern and socio-economic factors.

The guidance counsellor should, therefore, facilitate the process of creating a welcoming, friendly, purposeful atmosphere,

which promotes contacts between parents and teachers. Parents should co-operate with teachers, especially the guidance counsellors, in helping the child to develop his/her potential as well as overcome his/her problems.

For the effective provision of guidance services, guidance counsellors should aim at facilities and/or developing regular and effective communication between parents and teachers. It is through such regular and effective communication that the guidance can achieve its goal of serving the interests of boys and girls. Various media can be used to effect communication between teachers and students. Among them are newsletters, parent-teacher meetings, parents' meetings, prize-giving/open day ceremonies, parents' day etc.

There is a need to develop a sense of partnership between parents and teachers. This can only be done through regular contacts between them. The guidance counsellor should, therefore, facilitate the process of creating a welcoming, friendly, purposeful atmosphere, which promotes contacts between parents and teachers. Parents should co-operate with teachers, especially the guidance counsellors, in helping in helping the child to develop his/her potential. As well as overcome his/her problems.

Parents should provide guidance counsellors with background information (about the chills), which is necessary to facilitate growth and assist teachers to help children make

academic and career decisions based on accurate information. This is to avoid raising false hopes. This information could include the child's health, developmental concerns, family background, and other data that can be useful in assisting the child. This information should be filed and kept confidentially in the guidance counsellor's office.

In addition to providing background information on the child, parents need to help analyze their children's strengths and limitations. Parents should also work with teachers in developing the right attitudes in children. Guidance counselors should engage parents as resource persons during career fairs, career talks, guidance seminars for boys and girls, and other activities such as open days and prize-giving ceremonies. Parents could also participate in cultural activities such as traditional dancing and other related performances. Parent's participation in these activities at school will make them feel they are part of the school. In addition, parents will feel welcome and appreciate that their knowledge and expertise is recognized by the school.

1.11 VOCATIONAL INTEREST AND SCHOLASTIC ACHIEVEMENT

Scholastic achievement refers to educational performances of students studying in schools. It indicates how far they are successful in acquiring knowledge understanding and skills in different subjects imparted to them in the schools.

Biswas and Agarwal (1971) defined scholastic achievement as "the knowledge acquired and skills developed in school subjects generally indicated by marks obtained in tests". Fraser (1958)¹¹ found that encouragement given by parents helps the children to surpass the limits circumscribed by his intelligence. Creating good reading atmosphere in the home by providing adequate interesting books for children, developing good study habits and inculcating positive attitude towards school will certainly improve the academic achievement of the children. The academic guidance provided at home has a high correlation with scholastic achievement.

Choice of an occupation is also depends upon the women scholastic achievement. According to Strong (1954), interest is an aspect of behaviour, a response to a liking. Since interests involve reactions to specific things, it helps to scholastic achievement. For scholastic achievement interest is indispensable.

Scholastic achievement plays a very significant and vital role in the attainment of the ideals of harmonious development of the child. In this rapidly changing world and with growing advancement in science and technology, the place of education has become so vital that every parents today sets high goal to educate their children. At the time of admission, for entrance to any kind of job, for scholarships, for future studies and so on, the academic record is the main testimonial. It portrays the individual. An individual is mere organism without any academic worth.

1.12 STUDENTS' VOCATIONAL CHOICE AND DECISION-MAKING

A student makes a vocational choice if he/she expresses the intention to enter a particular occupation. A vocational 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.

1.12.1 General Principles of Vocational Choice :

The following are the general principles on which vocational 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 ourselves 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. Vocational choice is a developmental process extending throughout life

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

4. Some vocational 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 a vocational choice.

5. Vocational choice is an expression of personality

Vocational 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.

Vocational 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.

1.12.2 **Decision-making in Guidance :**

Tiedeman and O'Hara (1963) developed a Vocational Decision-Making (VDM) Model, which they named a 'paradigm of differentiation and integration' in attempting rational solutions to the problems of vocation. The problem-solving process is divided into two phases, called Anticipation and Implementation - Adjustment, which distinguish between behaviour prior to, and after, making a decision.

In the anticipatory period, the problem-solving process is stimulated by experiencing a vocational problem and recognizing that a decision must be made. Thus, the student should have a planning orientation. He must be aware to make a decision before he/she consciously makes it. He should also be aware of the factors, which should be considered when making decisions. He/she should also have a knowledge of the sources of information and of the resources which may be helpful.¹

The anticipatory phase is sub-divided into four (4) stages called exploration, crystallization, specification (or choice) and clarifications. Thus, there are five (5) major steps counsellors should consider in this VDM model, namely:

1. Exploration

This accounts for trial and error approaches whereby a number of different alternatives or possible goals are considered.

A student, for example, may be engaged in exploratory behaviour, such as taking part in activities, reading, working during vacations, or after school. These activities often have vocational implications and have to crystallize vocational preferences.

2. Crystallization

Crystallization describes attempts to clarify the order and pattern of goals. Goals are compared on the basis of competing demands, cost and returns, advantages and disadvantages; thought about the problems becomes more stable, durable and reliable. Crystallization results from exploration.

3. Clarifications

This stage brought on the doubts experienced during the waiting period between choice and action, involves attempts to perfect the self-image. In thinking and talking about the information, which the student has acquired, the consequences of decision become clear. In this way decisions are then confirmed or rejected.

4. Specification (or Choice)

Choice involves commitment to one goal and, in turn, impels a person to act. The confirmatory experiences lead the student to a definite choice, which can be a preference or a choice, which can be changed easily.

5. Implementation

The implementation of a decision turns a preference into a choice. Some implementation acts are tentative but others are definite.

The counselors should give technical assistance to teachers, administrators and parents, and help them to be more effective. In this regard, linkages between guidance counselor, parents and teachers should prove more effective.

1.13 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 vocational guidance is very necessary, so that the students will be able to think and prepare themselves to select for a vocation 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 vocational 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 vocations.

Vocational 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 vocations. 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 vocational interest. The present study will be significant in improving vocational interest of the girls in accordance with their interest and also to provide vocational guidance for selecting appropriate vocation 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 vocational interest 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 vocational courses for girls in the post-secondary level after knowing the different vocational interest of this category of human being. After acquiring information and knowledge from the available research studies regarding vocational interest, it is decided to make an attempt to study the vocational interest of the girls. It is very important to know the vocational interest 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 vocational areas. For that purpose it makes an attempt to incorporate the vocational interest 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 vocational solution for various jobs by the secondary school girls in accordance with their interests and also to provide vocational guidance for selecting appropriate vocation keeping into consideration the individual's future success.

1.14 TITLE OF THE STUDY

The title of the present study is "Vocational Interest of Girls Studying in the Secondary Schools of Dibrugarh District of Assam in relation to their Scholastic Achievement, Socio-Economic Status, Parental and Teachers' Guidance".

1.15 THE OBJECTIVES OF THE STUDY

(1) To assess the level of vocational interest of the girls in Class IX and X in the secondary schools of Dibrugarh District.

(2) To study the relationship between vocational interest of the girls and socio-economic status of their parents.

(3) To study the extent to which the teachers' guidance influence the vocational of the girls.

(4) To study the relationship between vocational interest of the girls and their scholastic achievement.

(5) To suggest measures for providing vocational guidance of the students.

1.16 HYPOTHESIS

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

a) There is a positive relationship between vocational interest of the girls and socio-economic status of their parents.

b) Vocational interest of the girls is influenced by parental guidance.

c) Vocational interest of the girls is influenced by teacher's guidance.

d) There is no significant relationship between scholastic achievement and vocational interest of the girls.

1.17 DEFINITION OF THE TERMS

1. Vocational Interest

Vocational Interest is a tendency of the girls to select certain vocations in preference to certain others.

In the present study, Vocational Interest refers to the scores obtained by the girls on vocational interest records prepared by Kulshrestha and adopted by the researcher.

2. Scholastic Achievement

It refers to the achievement of the students in the courses, syllabuses, subjects and books studied by them and expressed in the form of grades, percentage or on any other point scale. In this study, scholastic achievement is related with vocational interest.

In this study, Scholastic Achievement refers to results of examination of students, in terms of marks scored in annual examination of Class IX and Test Examination of Class X.

3. Socio-economic Status

In this study, Socio-economic Status means social as well as economic position of which is determined by the parents' education, occupation, monthly income etc. Status is a term used to designate a position. All positions carry a certain amount of prestige, either high or low.

Socio-economic status of a person is a term, which is based upon on social as well as economic evaluation. Socio-economic status means the position that an individual of a family occupies by means of his income, education, occupation, cultural possession and participation in the group activity of the community. It is most commonly studied variable.

4. Guidance

The general meaning of the term guidance denotes some form of help and assistance given to an individual.

5. Parental Guidance

Parental guidance means help given by the parents to their children.

In this study Parental Guidance refers, the extent to which the girls receive guidance from their parents in matters relating to their vocational interest.

6. Teachers' Guidance

Teachers' guidance means guidance or help given by the teacher to their students.

In this study teachers' guidance means the total of teachers' help and encouragement.

7. 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.

1.18 DELIMITATION OF THE STUDY

Considering the constraints of time and resources, the study was limited in terms of certain important factors such as -

- (1) This study will be confined to only Dibrugarh district of Assam.
- (2) This study is confined to the vocational interest of girls only.
- (3) The study will be restricted to the vocational interest of the girl students of Class IX and X only.
- (4) The investigation will be confined to the secondary schools, which is under the Board of Secondary Education, Assam (SEBA) 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 – II

REVIEW OF RELATED LITERATURE

2.00 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.

2.01 STUDIES RELATED TO VOCATIONAL INTEREST

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

Jahan (1974) conducted a survey of the educational problems faced by the muslim girls of Bangalore city. The sample consisted of 150 muslim girls from 5 schools. A problem checklist

consisting of 4 areas namely home, academic, vocational and social was administered to these students to identify the educational problems of muslim girls, and it was found that the lower socio-economic 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.

2.02 STUDIES RELATED TO VOCATIONAL INTEREST AND SOCIO-ECONOMIC STATUS

Only a very few studies have been carried out on the relationship between vocational interest 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.

2.03 STUDY RELATED TO SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

Shanthakumari (1973) conducted a study on the problems of adolescent girls studying in the secondary schools of Bangalore city. The investigator studied the problem of adolescent in 7 areas namely physical, social, personal, home, financial, health and educational. The sample consisted of 300 girls studying in VIII, IX and X classes of Bangalore city drawn from 10 schools found that there is a significant relationship between socio-economic status and the problems of adolescent girls. It was found that the girls from low socio-economic status had more problems than the girls

from high socio-economic status. It was also found that there was an inverse relationship between academic achievements and problems, that is, more the problems lesser was the achievement.

The studies of Chandra (1975), Jain (1981) and Reddy (1981) reveals that socio-economic status as one of the significant positive correlates of academic achievement.

White (1976) found that a definite relationship existed between socio-economic status and academic achievement. However, the most likely correlation between typically used measures of socio-economic status and academic achievement was only 0.251 and the frequently obtained correlations range from about 0.10 to 0.70.

Venkataiah (1980) investigated the effect of socio-economic status on the academic performance of arts and science students found that the family background and other environmental conditions have a positive significant effect on both arts and science students.

Modi (1981) investigated the effect of education and socio-economic status, found that the status enjoyed by a person depends on his educational level. Educated persons did not give importance to age but thought education to be determining the social status. He also found that the status enjoyed by a person depends on his educational level. The study of education and land-holding showed

that the quality of land-holding had no relation with the socio-economic status of the person. Those who were educated did not give importance to age but thought education to be determining the social status.

2.04 STUDY RELATED TO VOCATIONAL INTEREST AND SOCIO-ECONOMIC STATUS

Singha (1978) conducted a study on vocational interest of the Intermediate students and found that family environment characterized by amicable parents-child relationship inculcated every children love and liking for vocation in the scientific and executive fields. Higher economic values and social values motivated the students for higher vocations. Interests for vocations in artistic and musical fields was encouraged in the family environment.

Yadav (1979) found that intelligence and socio-economic status were the two factors which starts influencing the vocational preferences of the adolescent much earlier at the time of choosing their courses of study. Intellectually brighter and economically better students went to science and commerce streams and poorer ones to arts and in turn their vocational preference were by and large, in tune with their courses of study. Intellectually, academically and socio-economically superior adolescents were more definite and specific in their vocational preferences. Needs

seemed to be stronger motives for vocational preferences than values, and adolescent preferred these vocations, which could potentially reduce their needs.

Mary (1981) reported that the institutionalized and lower income groups adolescent had shorter future time perspective and lower coherence than the middle and upper income group adolescent. The middle class adolescent had more extended future orientation than the other groups. Vocational interest of adolescents was directly related to socio-economic status.

Aswal (1982) and Chopra (1982) reported that parents from higher socio-economic class gave creative help and encouragement to their children for vocational development, and the socio-economic status influence in the activities of urban, rural and semi-urban areas.

Srivastava (1984) found that the correlation of socio-economic status with intelligence, various measures of reading ability and different areas of school achieve were by and large significant.

Jagannathan (1985) found that the income range of parents did not have any significant effect on the performance of the children.

Robert (1988) conducted a study to find out if vocational choices of higher secondary students depended upon their socio-economic status. The study found that the vocational choices of

higher secondary students were independent of their socio-economic status and also the vocational aspiration of their parents. Both 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.

Chaudhury (1990) conducted a study to find out the vocational aspirations, occupational choices and academic choices of students of Class IX in the city of Pune reported that, 40% of the total sample wanted to become doctors or engineers. The majority of the students preferred the science stream for continuing their studies and future career. The study did not find any relation between the occupation of the fathers and the occupational choices of the students.

Mishra (1990) investigated the vocational interests of secondary school students in relation to their sex, residence and socio-economic status. The study revealed that Socio-economic status was positively related to administrative and scientific interest and negatively related to agriculture and social services areas of interest.

On the other hand, Menon (1972), Agarwal (1975), Bhaduri (1971), Pathak (1972), Mathew (1976) found that the educational background as well as the financial condition of the parents was better in case of high achievement of the students.

2.05 STUDIES RELATED TO VOCATIONAL INTEREST AND ACADEMIC ACHIEVEMENT

A number of studies on Socio-Economic Status (SES) have been carried out on the relationship between vocational interest and academic achievement of the pupil. Some of the selected studies are reported here.

Garrison (1933) in his study reported that SES has a greater effect on academic achievement than intellectual ability. It was also found that SES was associated with academic achievement regardless of the intellectual ability level.

Segal (1934), Sewell (1953) found that student's interest is the main factor in the academic achievement over several subject areas. The parental encouragement functions as intervening variables for the development of intelligence with respect of child's educational aspiration.

Johnson (1965), Smith (1967) found that there is a small but significant correlation between the differential academic achievement and vocational interest of students.

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.

Mayeske (1969) found a significant relationship between SES and achievement of students. It also revealed that the students

from higher socio-economic group achieve more because of differences in the levels of assistance and stimulation they receive at home whereas the students from lower socio-economic group depends mainly on the school for help.

Satyanandan (1969) highlighted two sub-aspects of socio-economic status - educational level and economic status of parents. According to the researcher, the children of graduate parents performed far better than the children of matriculate parents. Children of upper, middle and lower economic status differed significantly on the variable of achievement.

Chatterji (1971) investigated the effect of parents' income, education, family size and general condition of home upon scholastic achievement controlling the level of intelligence. They found that for all the intellectual ability groups, the economic condition of the family and study room facility has no effect on scholastic achievement. The family size and the number of siblings were found to be inversely related, especially in low intellectual level.

Taj (1971) found that there was no significant relationship between socio-economic status and academic achievement of the students.

Dhani (1974) found that socio-economic status had a positive effect on emotional maturity specially the factors of parents'

education, family income, cultural level of the family, the types of houses the family lived and vocational aspiration of learners.

Larcebean (1974) studied academic achievement and career choices, found that the little influence is exerted by interest on scholastic achievement, but rather than interest helped to take decisions when it comes to choosing a professional career of the students.

Usha Devi (1974) found that there is no significant relationship between the family income and the academic achievement of the slum children. There is no significant relationship between the family occupation and the academic achievement of the slum children. There is no significant relationship between the family education and academic achievement of the children.

Chandra (1975) found positive correlation between academic achievement and socio-economic and cultural levels of high school students. Thakur (1977) reported that among the secondary school pupils, the best group performance of upper middle class was followed by middle class, lower middle class and lower class.

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.

Wombush (1976) found socio-economic status as one of the best predictors of academic achievements among the fourth-grade children.

Haron (1977) found differences in the effect of socio-economic status of the families on pupils' academic achievement in different ethnic and rural-urban groups of peninsular Malaysia.

Nagaraju (1977) reported that, as a group, the S.C. students come to lower socio-economic status. They had moderate self-concept. Self-concept was found to be significantly related with achievement. Occupational aspiration was found to be significantly related with achievement. The aspirational inputs and their socio-economic status of the family were found to be related with achievement only on the care of standard X student.

Thimmaiah (1979) found that a slide variation within the low income, low occupation, low education does not lead to much variation in the achievement of the children. It reveals that the children come from low family background, and their academic achievement is also low at all the grades. But a variation within the low family background does not found to effect their academic achievement to a considerable extent.

Khanna (1980) studying the relationship between socio-economic status background and academic achievement of students

of classes VI, VII and VIII, established significant and positive relationship between socio-economic status and academic achievement.

Aruna (1981) found a significant correlation between socio-economic status and academic achievement of scheduled caste and scheduled tribe students of Class VIII.

Pandey (1981) found that an urban atmosphere was more conducive to achievement than the rural environment. Education of parents had a positive effect on academic achievement of the respondent. Respondents belonging to unitary families showed higher academic achievement than the respondents from the joint families. Perception of economic status had a negative effect on academic achievement.

Studies of Agarwal (1982), Shukla (1984), Singh (1986), Malhotra (1986), Mishra (1986), Trivedi (1987), Gupta (1987), Kapoor (1987), Tripathi (1987), Begum (1990), Dutta (1993) revealed significant positive relationship between socio-economic status and academic achievement.

Deutron (1982) aimed at finding differences in achievement when opportunities for education was unequal and revealed that there would be a significant difference in achievement of the students of secondary schools.

Satradhar (1982) found that socially advanced children were always superior to the disadvantaged children in respect of

academic achievement. Father's education contributed maximum to the relation of academic achievement of the children followed by the intelligence of the children.

Lindemann (1983) analyzed the relationship between home academic environment and student academic achievement and found that following variables were significantly associated with academic achievement. These variables were concern for language, aspiration for self, knowledge of education and aspiration for child.

Fernandez (1984) reported that the academic achievement of counselled pre-adolescent under-achievers was significantly greater than that of non-counselled under-achievers. The academic achievement of counselled pre-adolescent under-achievers was significantly greater than that of non-counselled pre-adolescent normal achievers.

Mehta (1985) reported that residential status and intelligence did not influence level of occupational aspiration of adolescent. There was a strong indication of sex differences on level of occupational aspiration in fever of girls among both semi-urban and urban students. The girls did not consider the role played by scholastic achievement in realizing their career aspirations.

Sharma (1986) found that intelligent students showed high interest in scientific areas. The creative and gifted adolescents

also showed similar interest. Majority of the parents of intelligent, creative and gifted adolescent girls had very high aspiration regarding education, job, income and social status.

Mangat (1988) reported that intelligence was significantly related to various areas of vocations. Socio-economic status exhibited a significant relationship with all the areas of vocational maturity. Socio-economic status and academic achievement are inter-related.

Noon (1991) concluded that lower socio-economic status tends to have lower levels of achievement compared from higher socio-economic status.

Abu Bakar Bin Mohamad (1993) studying the variables relating to interest and academic achievement of students in living skills found that the achievement and interest of the students towards the living skills differ significantly according to the students' race, their socio-economic status and location of the schools. Students from urban secondary schools have higher achievements and interests towards living skills than students from rural secondary schools. There were significant differences in student's interest according to socio-economic status. Students with high socio-economic status tend to have higher interest scores. There were no significant differences in student's interest and achievement scores according to sex.

The above-cited research works carried out in India and abroad clearly shows that there is a high positive correlation between the socio-economic status of the parents and the scholastic achievement of their children. The research works also indicated that if economic status can be increased the scholastic achievement of the children could also be increased. Educational level of the parents as a component of the socio-economic status played significant roles as was evident from studies, which revealed that the children of the parents having higher educational level achieved better.

2.06 STUDIES RELATED TO VOCATIONAL INTEREST 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.

Premalata (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.

CHAPTER – III

METHODS AND PROCEDURE

CHAPTER – III

METHODS AND PROCEDURE

3.00 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 tools used, the manner in which the data were collected along with the techniques of scoring, the organization of data and procedure for analysis of data.

3.01 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, 96 provincialised and 36 ad-hoc secondary schools in the Dibrugarh district. In the field of education

Dibrugarh made a significant contribution. The first Girls' School of Assam was established here in 1885. It gained so much prominence in the field of education in North-East India that the 2nd university in the state came to be established here in 1965. The present Dibrugarh District was part of undivided Lakhimpur district.

3.03 POPULATION

The population of the present study comprised of all the girls students studying in class IX and X in the secondary schools of Dibrugarh District, their respective parents, gurdians and high school teachers of Dibrugarh District of Assam. There are 96 provincialised secondary schools in Dibrugarh District.

3.03.1 Selection of THE Sample :

A total number of 25 schools were selected from the population of 96 secondary schools of Dibrugarh district use in propotionate random sampling technique. The samples of students, teachers and parents were drawn from these 25 secondary schools. The details of sampling process is given below:

3.03.2 The Sample of Schools :

Out of 96 secondary shoools distributed over the 7 constituency of Dibrugarh district, 25 schools were selected taking

approximately 25% from each constituency. The constituency-wise distribution of the sampled schools are shown in table-3.03.1 .

Table-3.03.1

Constituency -wise sample of provincialised 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 7 constituency approximately 25% of the schools (i.e 25 schools) under each constituency were included in the sample. Table -3.03.2 shows the list of schools included in the sample.

Table-3.03.2

List of the constituency-wise distribution of the sampled schools.

Name of the Constituency	No. of Schools	Name of the school
Dibrugarh	5	Govt. Girls' H.S. and M.P. School Victoria Girls' School Graham Bazar Girls' High School Barbaruah Girls' High School Barpather Girls' High School
Chabua	2	Assam Vidyapeeth H.S. School Dibom High School
Lahowal	3	Bokel High School Hatiali High School Lahowal High School
Naharkatia	3	Naharkatia Girls' High School Ushapur High School Naharkatia H.S. School
Duliajan	4	Duliajan Adarsha Balika High School Tengakhat Girls' High School Duliajan Uchcha Vidyalaya Tipling High School
Moran	4	Pithubar Girls' H.S. School Khowang H.S. School Pathalibam High School Binapani Girls' High School (Kotoha)
Tingkhong	4	Tingkhong H.S. School Rajgarh H.S. School Tingkhoong Girls' High School Bamunbari High School

3.03.3 The Sample of the Students :

The sample of the girl were selected from all the girl students of Class IX and X studing in the 25 sampled secondary

schools. From every school 10 girls studying in Class IX and 10 girls studying in Class X were selected randomly. The total number of girls from 25 schools was 500. Table 3.3 shows the constituency-wise distribution of the sampled students.

Table-3.03.3

Constituency-wise in the distribution of the sampled students

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

3.03.4 The Sample of Teachers :

From the 25 sampled secondary schools of Dibrugarh district, a sample of 250 teachers teaching in classes IX and X of these schools were selected through Incidental Sampling Procedure.

Table-3.03.4
The sample of teachers

No. of Teachers		
Male	Female	Total
155	95	250

3.03.5 The Sample of the Parents :

From each school five parents of the sampled students were selected following purposive sampling technique. Care was taken to include parents from different economic background. Parents of 5 students from each school were included in the sample of the parents.

3.04 TOOLS USED IN THE STUDY

The following tools were developed and used by the investigator to collect data for the study:

- i) Vocational Interest Record developed by Dr. S. P. Kulashrestha (Department of Education, DAV College, Dehradun) and adapted by the researcher.
- ii) Occupational Aspiration scale for girls prepared by Dr. J. S. Grewal (Professor of Education, Regional College of Education, Bhopal) and adapted by the researcher.
- iii) Questionnaires for eliciting information from girls constructed by the researcher.

- iv) Questionnaires for teachers for eliciting information about school constructed by the researcher.
- v) Interview schedule for parents constructed by the researcher.
- vi) Socio-economic status scale prepared by the researcher.
- vii) Questionnaire for eliciting information about vocation usually preferred by the girls, constructed by the researcher.

A brief description of each of these tools is given below.

3.04.1 Vocational Interest Record (VIR) :

The investigator of the present study decided to use the Vocational Interest Records developed by Dr. S.P. Kulashrestha. The interest record was first developed in the year 1965, which was thoroughly revised in 1970, 1975 and 1977 by the author.

The VIR was translated in to Assamese by the investigator and used along with the english version.

The purpose of the VIR is to measure vocational interests, to enable the pupils to select such subjects in schools, which are according to the preferred vocations.

The present record contains 200 vocations belonging to the different vocational interest areas –

a) **Literary (L)** : The literary scale includes the jobs like Editor, Translator, Critic, Journalist, Poet, Writer, Language specialist, Dramatist, Epic Writer, Language teacher, Novelist and Story writer etc.

b) **Scientific (SC)** : This includes jobs like Mechanical Engineer, Chemical Engineer, Scientist, Civil Engineer, Health Officer, Compounder, Astrologer, Atomic Scientist, Representative, Botanist, Science Teacher, Veterinary Doctor, Chemist, Doctor, Scientific Apparatus Manufactures and Electric Engineers etc.

c) **Executive (E)** : Executive area includes the jobs like Mayor of Corporation. Hospital Superintendent, President, Collector, Probation Officer, Army Officer, Magistrate, City Magistrate, Judge, Police Superintendent, Manager, School Inspector, Principal, Tehsilder etc.

d) **Commercial (C)** : The following jobs are included in the area of commercial interests, Typist, Secretary, Shopkeeper, Steno-Accountant, Ticket Collector, Commerce Teacher, Treasurer, Draftsman, Income Tax Officer, Salesman, Industry Manager etc.

e) **Constructive (Co)** : Constructive includes the interest in vocation of Goldsmith, Ironsmith, Foreman, Radio Mechanic, Dyer, Teacher of Art Crafts, Bookbinder, Washerman, Welder, Carpenter, Potter, Toy maker etc.

f) **Artistic (A)** : Artistic jobs includes Singer, Music Director, Painter, Cartoonist, Photographer, Dancer, Sculpturer etc.

g) **Agriculture (AG)** : This area is concerned with the assignments of Gardener, Farmer, Animal Husbandry, Agri. Inspector, Seedstore Officer, Soil Specialist, Manure Specialist, Tractor Driver, Agri-researcher, Poultryman, Agri-teacher, Breeder, Nursery-Prepare Horticulturist, Dairyman etc.

h) **Persuasive (P)** : Persuasive jobs are full of persuasion. They are Advertisement manager, M.P., M.L.A., Insurance-agent, Order bookers, Vocational-counsellor, Political lecturer. Ambassador, Advocate, Religious preecher, Tourist-guide, Sales Manager etc.

i) **Social (S)** : Social jobs which were taken in the test, are : Village level worker, Scout and Guide, Relligous Reformer, Red-cross workers catering the need of happy children, Free medicine seller, Hony teacher, Guide, Social worker, etc.

j) **Household (H)** : Household jobs are Embroider, Home Science Teacher, Home Science Researcher, Nurse, Home manager, Expert in cooking , Home Decorater etc.

Thus, this test includes 10 vocational areas. Each of these areas has twenty jobs/vocations/assignment on the record, 10 in horizontal and 10 on vertical side.

3.04.2 Administration of VIR :

It is a self-administering record and administered individually as well as group. The tester patiently reads the instructions along with examples and ask the girls to read them silently. Although there is no fixed time limit in completing the responses on the record, but usually pupils take 7 to 10 minutes in responding the record.

3.04.3 Scoring :

The maximum possible scores under each vocational interest area is 20 and minimum is 0. 1 mark is assigned for each right marked (\checkmark) response and the total scores are calculated under each interest area. For example, to know the interest in Literacy (L) area, sum total for L1 and L2. For L1 all the right marked (\checkmark) responses vertically for first figure in first column and for L2 all the right marked (\checkmark) responses horizontally for second figure in first (horizontal) column. Thus both the sum for L1 (vertically) and L2 (horizontally) provide a total score for L, which indicates the interest in literary field. After obtaining raw scores on all the ten vocational areas, the score may be transcribed on profile area-wise.

3.04.4 Reliability :

The test re-test reliability co-efficient was found by the constructor to be .69 with a time interval of 15 days.

3.04.5 Validity :

i) Initially only highly valid items were selected from Thurston's Interest Schedule, Strong's Vocational Interest Scale, Kuder's Preference Record Form C etc.

ii) The scores on the record were correlated with parents', teachers' and friends' opinion about the interests of the pupils and co-efficient of validity was found to be .81, .83 and .85 respectively.

3.04.6 Norms and Interpretation :

The interest scores were presented in hierarchical order. The main vocational interest area, second interest area, third interest area and least interest area were calculated by counting the frequencies of each vocational interest area. Then the Percentage for each interest area was calculated.

The other method of interpretation is on the basis of classification and based on the result of revised norms follows :

Table-3.04.5

The quantitative method of interpretation and classification of vocational interest.

Classification	Scores
High Interest	18 - 20
Above Average Interest	14 - 17
Average Interest	7 - 13
Below Average Interest	4 - 6
Low Interest	0 - 3

* A copy of VIR is given on the Appendix.

3.05 OCCUPATIONAL ASPIRATION SCALE (OAS)

Occupational Aspiration Scale was prepared by Dr. J.S. Grewal, Professor of Education, Bhopal and adapted by the researcher. The investigator translated the OAS into Assamese version and also administered along with the English version. In this scale items 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. In this scale highly prestigious occupations include Justice, Bank Manager, Dentist, College Lecturer, Psychologist etc. and the low prestigious occupations refer to the occupations such as sales girl, cloth designing, assistance typist, stenography, beautician, Nurse etc.

3.05.1 Administration :

The OAS can be administered in a group-testing situation. The eight items are prefaced by a set of written instructions, which the tester reads over the group at the beginning of the test period.

3.05.2 Instructions :

This set of questions are related with different kinds of jobs. There are eight questions. Each one asks to choose one job out of ten presented.

It is 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.

3.05.3 Scoring Instructions :

All the eight items are scored in the same way. There are ten alternatives for each question. Only one alternative is asked to check. 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 was converted into Standard or T scores depending upon the purpose of the study.

Table-3.05.3
Scores of different alternative responses

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

3.05.4 **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.

3.06 **QUESTIONNAIRES FOR THE GIRLS TO KNOW THE LEVEL OF AWARENESS IN REGARD TO DIFFERENT VOCATIONS OF INTEREST**

This tool, prepared by the investigator is a questionnaire designed to elicit information regarding the secondary school girls on the following areas :

- a) Choice of courses for future study.
- b) Reason for choosing the courses.
- c) Sources of getting knowledge about the vocation of interest.
- d) Sources of getting inspiration.
- e) Facilities available at home.
- f) Facilities available at school.
- g) Guidance of the teachers regarding selection of vocations.

3.06.1 Administration of the Tool :

This tool is administered on the sampled girls in face to face situation by the investigator himself. The completed forms are collected later by the investigator. The investigator had to visit the schools to administer all the tools. The students were found to be very co-operative.

3.06.2 Analysis of data and interpretation :

The data collected through the tools mentioned earlier were neatly arranged in appropriate tables. The data have also been represented graphically.

Percentage analysis was used to study the variations in different variables among the students of different types of schools.

* (A copy of Analysis of data and interpretation is given on the Appendix.)

3.07 QUESTIONNAIRES FOR TEACHERS FOR ELICITING INFORMATION ABOUT SCHOOL

This Questionnaires was prepared by the investigator for eliciting information regarding the schools. This tool was used on the sampled teachers. Questionnaires were put to know about the teachers' attitude towards girls' vocation and to extend to which they help the girls in developing the vocations of their interest. The questions covers the following areas:

- a) Opinions about the facilities on the co-curricular area
- b) Problems faced by the teachers
- c) Problems faced by the school
- d) Relation between parents and teacher
- e) Guidance service at school
- f) Trained teachers in special area

3.07.1 **Analysis and Interpretation :**

The data collected from the tools were arranged properly in appropriate tables. All the data are represented graphically. Analysis was done by calculating percentage of each area.

* A copy of tool is given on the Appendix.

3.08 **INTERVIEW SCHEDULE FOR THE PARENTS FOR ELICITING INFORMATION ABOUT THEIR OPINION ON DAUGHTERS' FUTURE**

This tool was given to 125 parents for eliciting information about their daughters. This tool covers the following areas –

- i) Parents educational aspiration for their daughters.
- ii) Parents choice of courses for their daughters.
- iii) Extra curricular activities preferred by the parents for their daughters.
- iv) Parents opinion about their daughters future and facilities.

- v) Problems faced by the parents in developing vocational interest of the girls.
- vi) Attitude towards girls' vocation.
- vii) Care and guidance.

* A copy of tool is given on the Appendix.

3.08.1 Administration of the Questionnaires :

This questionnaire is administered on the sampled parents in face to face situations by the investigator himself. However the questionnaire for the parents was given with a request to fill it within a few days. The completed forms were collected later by the investigator. The parents were found to be very co-operative.

3.08.2 Analysis of Data and Interpretation :

The data were collected from the parents and arranged properly in appropriate tables. The data have also been represented in percentage and graphically. Most of the mathematical and statistical analysis was made using computer.

3.09 SOCIO-ECONOMIC STATUS SCALE

This tool, developed by Gyanendra P. Srivastava and modified and adapted by the investigator, is a questionnaire designed to elicit information regarding socio-economic status of the students.

The tool consists the following parts :

- i) Educational background of the parents.
- ii) Occupational status of the parents.
- iii) Income level of the parents.
- iv) Household facilities of the respondent girls.
- v) Social participation of the parents.

* (A copy of the Socio-Economic Status Scale is given in the Appendix.)

3.09.1 Administration of the Scale :

The scale is used for individual testing, it is primarily a group test. The instructions are printed on the test form. The investigator reads out the instructions loudly before the respondent and takes note of the following precautions:

1. Sometimes, it has been found that the students are not aware about their parents actual income so the investigator makes clear to the girls that their responses are utilised only to get an idea of their socio economic status.

2. It is announced to the respondents that if they find difficulty in locating the occupational category of their parents, then they take the help of the investigator. If there is any occupation, which does not find place on the scale form, then the investigator decide the occupational category on the basis of social prestige of the occupation.

3. It emphasized that the respondent must answer every item and at the end they check up so that no item is left unanswered.

3.10 QUESTIONNAIRES TO ELICIT INFORMATION REGARDING VOCATIONS PREFERRED BY THE GIRLS

This tool consists of few vocations, which are now preferred by the girls. This tool consists of thirty-six modern vocations. The students were free to select only three out of them according to their interest level.

* A copy of tool is given on the Appendix.

3.10.1 Administration and Analysis :

The investigator asked the students to tick (✓) mark in the space provided on the answer sheet. The great advantage of this type of question is freedom that is given to the respondent to reveal his/her opinion and to clarify his/her response.

3.10.2 Tabulation and organization of Data :

To make the raw data usable for analysis, the investigator categorised the vocations into different vocational areas such as aesthetic, literary, textile and designing, others and administrative areas.

3.11 STATISTICAL TECHNIQUES USED

Both descriptive and inferential statistics have been used in the present study. The different statistical techniques and formulas used in the present study are described below :

$$i) \quad \text{Mean (M)} = \text{A.M.} + \frac{\sum fx'}{N} \times i$$

Where A.M. = Assumed Mean

Σ = Sum of

f = Frequency of the Class Interval

x' = Deviation of the score from the Assumed Mean
divided by the length of the Class Interval.

i = Class interval

N = Total number of scores.

$$ii) \quad \text{Standard Deviation} = i \sqrt{\frac{\sum Fx^2}{N} - \left(\frac{\sum Fx'}{N}\right)^2}$$

iii) **Range** : The Range is the most general measure of spread or scatter and computed when we wish to make a rough comparison of two or more groups for variability. The range takes account of the extremes of the series of scores only.

iv) **Skewness** : Skewness occurs when the mean and the median fall at different points in the distribution and the balance

(or center of gravity) is shifted to one side or the other to left or right. The index of skewness can be calculated using the formula given below

$$SK = \frac{3(\text{mean}-\text{median})}{N}$$

iv) **Chi-square** : A^2 test was used to study the interdependence of different variables. The Chi-square test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis. The equation for Chi-square is stated as follows :

$$A^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

In which f_o = Frequency of occurrence of observed or experimentally determined facts.

f_e = Expected frequency of occurrence on some hypothesis.

The differences between observed and expected frequencies are squared and divided by the expected number in each case, and the sum of these quotients is A^2 .

3.11.1 Graphical Representation :

Graphical Representation facilitates the understanding of a set of data. Therefore, the method of graphical representation

has also been used in the present study for easy comprehension of the final result.

3.11.2 Frequency Distribution :

Data collected from tests and other types of measuring tools are raw and may have little meaning they have been arranged or classified in some systematic order. The method for classifying scores into what is called a Frequency Distribution.

3.11.3 The Histogram :

A Histogram or Column Diagram is a graph in which class intervals are represented along the horizontal axis called x-axis and their corresponding frequencies are represented by areas in the form of rectangular bar drawn on the intervals.

3.11.4 Frequency Polygon :

Another method of representing a frequency distribution graphically is Frequency Polygon.

CHAPTER – IV

**ANALYSIS AND INTERPRETATION
OF DATA**

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.00 INTRODUCTION

The results obtained in the "Study of Vocational Interest of Girl studying in the Secondary Schools of Dibrugarh District of Assam, in relation to their Scholastic achievement, Socio-economic Status, Teacher and Parental Guidance" have been presented in this chapter with the help of tables and illustrations wherever necessary under the following heads:

4.01 VOCATIONAL INTEREST OF GIRLS

4.01.1. Distribution of Girls on the basis of their interest in different Vocational areas :

The vocational Interest Record (VIR) was used to find out the vocational interest of the girls studying in class IX and X. The main purpose of Vocational Interest Record was to measure vocational interest of the pupils and to select subjects of their interest in schools. This scale consists of ten different vocational areas viz., Literary (L), Scientific (Sc), Executive (E), Commercial (C), Constructive (Co), Artistic (A), Agriculture (Ag), Persuasive (P), Social (S) and Household (H).

In this scale, one mark was assigned for each responses (with a tick mark) of respondents. The maximum score under each vocational interest area is twenty (20) and minimum is zero (0). Data were collected from 500 girl students of secondary schools of Dibrugarh district of Assam. After finding out the raw scores, girls were divided into five groups on the basis of their raw scores obtained in different vocational areas - high interest, above average interest, average interest, below average interest and low interest.

Table-4.01.1 shows the Percentage of the Girls belonging to different categories of interest viz. high interest, above average interest, average interest, below average interest and low interest of the Girls.

From the analysis, it was revealed that in the literary area 29.8% of the girls showed low interest, 16.4% of the girls showed high interest and 19.4% girls showed average interest. In case of scientific area as many as 35.2% of the girls showed below average interest i.e. 176 out of 500 girls showed below average interest. Only 48 girls out of the sampled girls have shown high interest. So, scientific area is an area which attracts the least number of as a future vocation.

In executive area, most of the girls showed low interest. Only 138 girls (27.6%) out of 500 sampled girls were interested in this area. In the same way, 106 girls (21.2%) showed average interest and 10.4% showed high interest in this area. In commercial area, most of the girls showed above average interest. 116 girls (23.2%) out of 500 sample girls showed above average interest in this particular area, while 100 girls (20%) showed high interest.

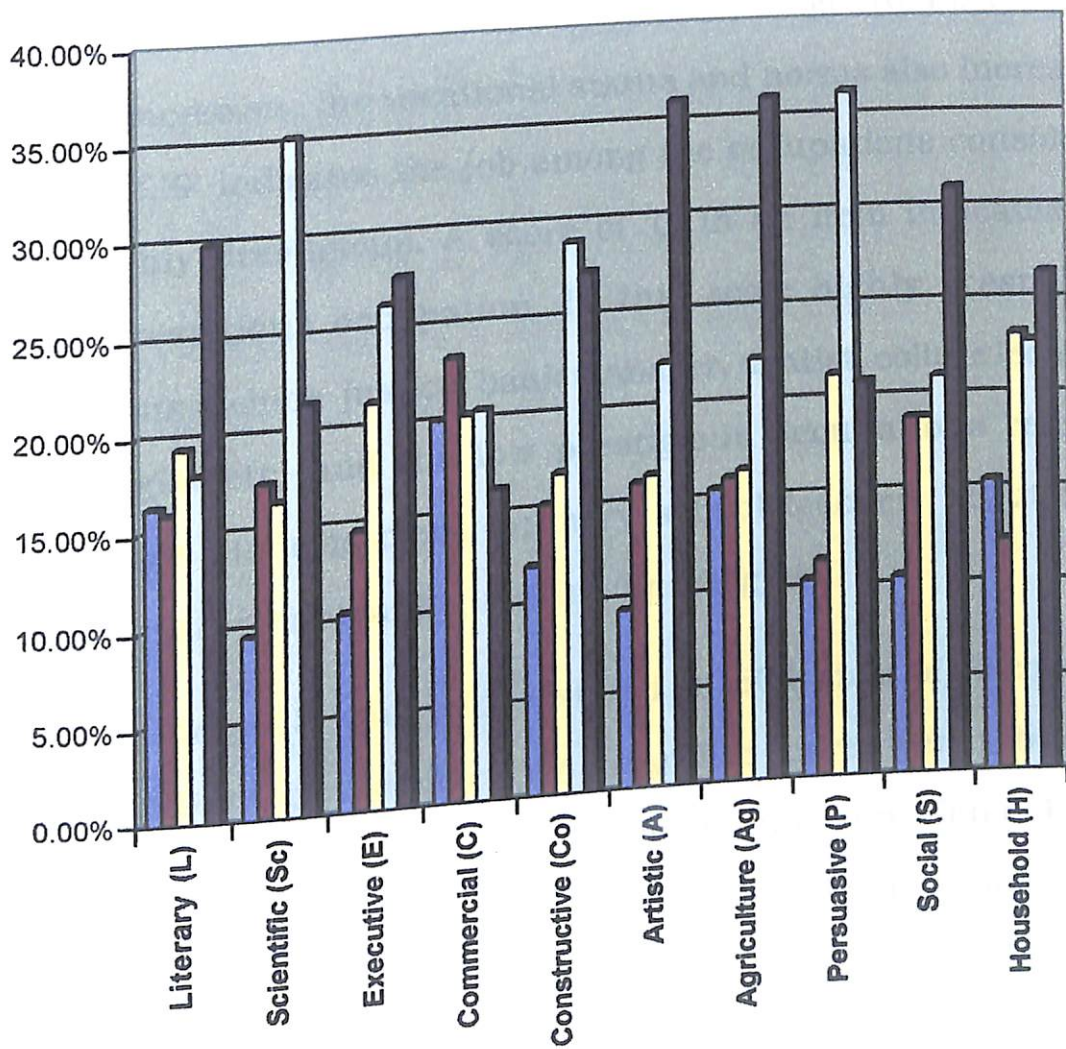
Table-4.01.1

Frequency Distributions of the Scores and the Percentages of the Girls in different Vocational Areas

	Literary (L)	Scientific (Sc)	Executive (E)	Commercial (C)	Constructive (Co)	Artistic (A)	Agriculture (Ag)	Persuasive (P)	Social (S)	Household (H)
A High Interest	84 (16.4%)	48 (9.6%)	52 (10.4%)	100 (20.0%)	60 (12.0%)	47 (9.4%)	68 (15.4%)	52 (10.4%)	52 (10.4%)	77 (15.4%)
B Above average Interest	80 (16.0%)	87 (17.4%)	73 (14.6%)	116 (23.2%)	76 (15.2%)	80 (16.0%)	80 (16.0%)	57 (11.4%)	94 (18.8%)	61 (12.2%)
C Average Interest	97 (19.4%)	82 (16.4%)	106 (21.2%)	101 (20.2%)	84 (16.8%)	82 (16.4%)	106 (21.2%)	106 (21.2%)	94 (18.8%)	116 (23.2%)
D Below average Interest	90 (18.0%)	176 (35.2%)	131 (26.2%)	102 (20.4%)	144 (28.8%)	111 (22.2%)	106 (22.2%)	181 (36.2%)	105 (21.0%)	114 (22.8%)
E Low Interest	149 (29.8%)	107 (21.4%)	138 (27.6%)	81 (16.2%)	136 (27.2%)	180 (36.0%)	140 (36.0%)	104 (20.8%)	155 (31.0%)	132 (26.4%)
Total	500	500	500	500	500	500	500	500	500	50

In constructive area, the interest of most of the girls (28.8%) was found to be below average, while 27.2% showed low interest, and only 12% showed high interest. In artistic area, 36% girls showed low interest, whereas 16.4% showed average interest and only 9.4% showed high interest. Out of the 500 sampled girls, only 47 girls showed high interest in this area. So, we may safely say that girls are very interested in this area.

In the agricultural area, 36% of the girls showed low interest, 22.2% showed below average interest, and 15.4% of the girls belongs to the category of high interest. It reflected that only 68 girls out of the 500 sample girls showed high interest in agricultural area. It means that this area was not preferred by the girls. In persuasive, social and household area most of the girls showed low interest. The percentage of the girls showing low interest in these areas were 20% (104), 31% (155), 26.4% (132) showed low interest. Out of the sampled girls, only 52 and 77 girls showed high interest in persuasive, social and household areas. Figure 4.1.1 shows the different vocational interest areas of the girls in (percentages) the secondary schools of Dibrugarh District.



High Interest B Interest above average C Average Interest
 Below average Interest E Low Interest

Fig. 4.01.1 Percentage of Various Vocational Interest Areas of the Girls.

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 include justice, bank manager, dentist, college lecturer, psychologist etc. and the low prestigious occupations refer to occupations such as clerk, primary school teacher, beautician, nurse, typist, stenography, cutting knitting 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 4.02.1 shows the distribution of scores of the 500 girls on occupational aspirations.

Table- 4.02.1
Occupational Aspiration Level of Girls in Dibrugarh District

Scores	f	%
Below 9	1	0.2
10 - 19	9	1.8
20 - 29	30	6.0
30 - 39	85	17.0
40 - 49	165	33.0
50 - 59	168	33.6
60 - 69	39	7.8
70 - 79	3	0.6
Total	500	

It is observed from the table 4.2.1 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 4.4.2, which shows a negative skewness indicating accumulation of scores in the higher end. The index of skewness was found to be "-0.265".

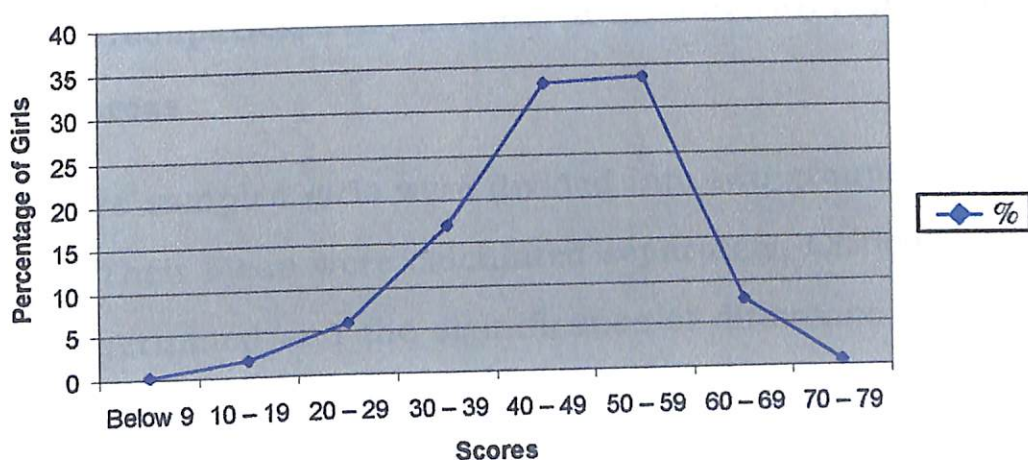


Fig. 4.02.1 : The level of aspirations of the girls in different occupations

Table-4.02.2

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

Sample	N	Range	Mean	σ	Skewness
Girls studying in secondary schools	500	61	46.08	11.3	-0.265

The table 4.02.2 revealed that the Mean of the scores obtained by the 500 girls in the Occupational Aspiration Scale was 46.08 and the Standard Deviation of the scores was 11.3.

Table 4.02.2 shows the Mean and the Standard Deviation of the scores of the girls obtaining the Occupational Aspiration Scale. The Mean was found to be 46.08, which was 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.

4.02.3 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, Critical Ratio (CR) also determined and the significance of difference between means was tested at 0.01 level

Table - 4.02.3
Occupational Aspiration of Rural and Urban Girls

Areas	No. of Schools	M	σ	C. R.	Significance
Rural	260	44.5	12.0	3.44	Significance at 0.01 level
Urban	240	47.8	9.7		

Table-4.02.3 shows the comparative score of Rural and Urban girls on occupational aspiration. It was found from the table that the Mean (47.8) of the scores obtained by the urban girls was slightly higher than that of the rural girls (44.5). The significance

of the difference was tested. The Critical Ratio (C.R.) was found to be 3.44, which was significant at 0.01 level. Hence the hypothesis that there was no significant difference between urban and rural girls as far as their occupational aspiration was concerned, was rejected. It can be concluded that the urban girls aspired more for the highly prestigious occupations in comparison to their rural counterparts. Figure 4.02.3 represents the total number of secondary schools, Mean, Standard Deviation of rural and urban girls.

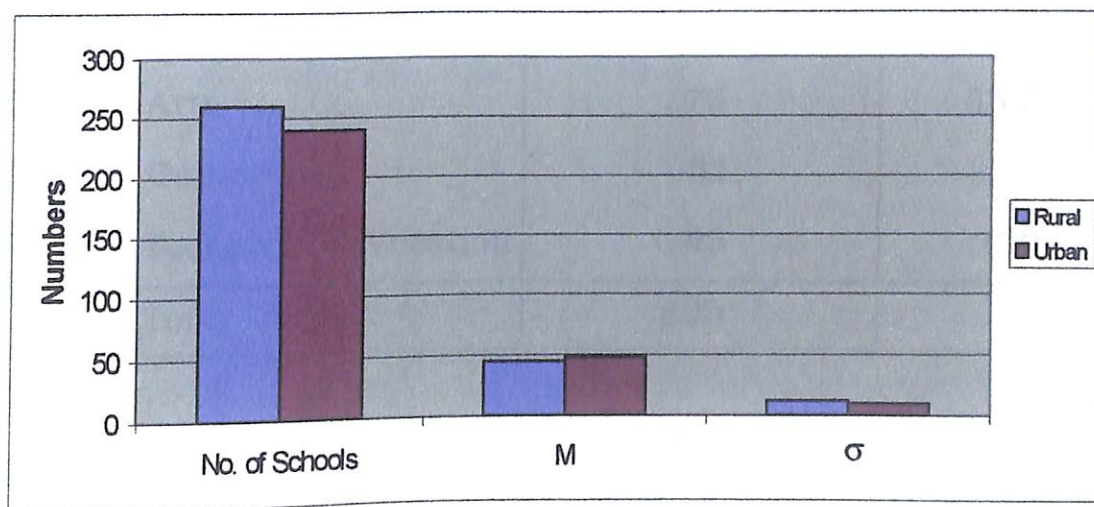


Fig. 4.02.3 : No. of Schools, Mean and Standard Deviations of the Scores of Rural and Urban Girls

4.03 ANALYSIS OF DATA BASED ON THE QUESTIONNAIRES FOR THE GIRLS TO KNOW THE LEVEL OF AWARENESS IN REGARD TO DIFFERENT VOCATIONS OF INTEREST

4.03.1 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 were Science, Arts, Commerce, Technical or Vocation. The percentage in the four areas were obtained and organized in table 4.03.1.

Table - 4.03.1
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-4.03.1 revealed that 227 girls out of 500 girls selected Science stream as course for future study, 175 girls out of 500 girls selected Arts stream as a future course of study, 53 girls selected Commerce and a least number of girls 45, out of 500 girls selected Technical & Vocational Education for future study. The course variation of the girls belonging to different schools have been represented graphically in fig. 4.3.1.

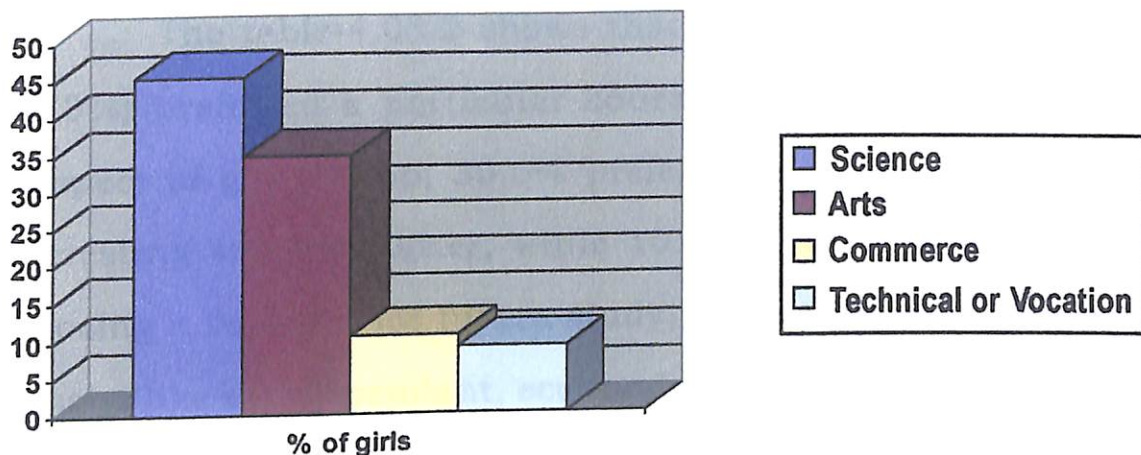


Fig. 4.03.1 : The choices of courses for future study

4.03.2 Reasons for future study :

Here four questions were included in the questionnaires to elicit information regarding reasons for choosing a particular course for future study. They were asked whether they had chosen the courses for the interesting subject matter, or higher prospect of getting a job, or they have chosen it without any particular reason. They were also asked if they had any other reason for selecting the particular course.

Table - 4.03.2

Reasons for choosing courses for future study

Sl. No.	Reasons	No. of respondent girls	% of girls
01	Subject matter interesting	150	30.0
02	Higher prospect of getting job	280	56.0
03	Nothing particular	53	10.6
04	Any other reason	17	3.4
	Total	500	

The table-4.03.2 shows that most of the respondents (56.0%) preferred a particular course on the basis of higher prospect of getting job, 30.0% preferred a stream because of interesting subject matter, while 10.6% showed no reason of choosing a vocation for future study, 3.4% showed some other reasons like self-dependant, economic security etc. for choosing a particular vocation for their future study. Figure 4.03.2 shows the percentages of the girls' responses for choosing courses for future study.

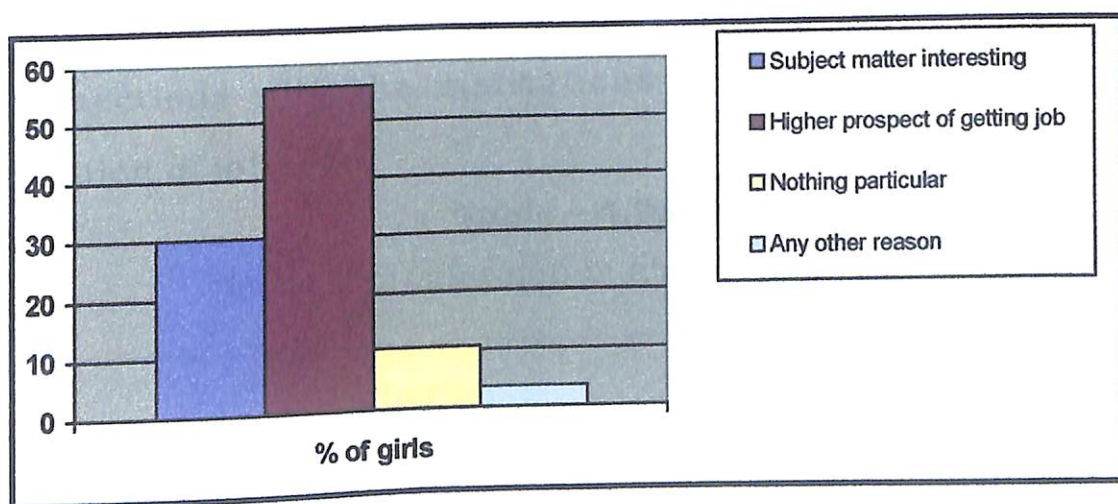


Fig. 4.03.2 : The reason for choosing courses for future study.

Thus, majority of the girls seems to have awareness regarding the necessity of special knowledge for future vocation. In modern system, jobs are highly specialized and it has become pre-requisite for entry into more remuneration and status-gaining job. This study observed this trend in case of girls.

Information or knowledge about various vocations helped not only to anticipate and discover facts that satisfy one's needs, but also to know about vocational interest of the girls were necessary for upliftment of the future of the girls.

4.03.3 Sources of information about the vocation

Table 4.03.3 reveals the variation of sources of information of the girls regarding the vocations. Girls were asked the questions like – knowledge about the vocation, vocation of interest, interest to know about various vocations, and to have connections with the institutions to get information of the vocation of interest.

Table - 4.03.3
Sources of information about the vocation

Sl. No.	Criteria	Response of Girls (in %)	
		Yes	No
1	Think vocation of interest is necessary	(481) 96.2	(19) 3.8
2	Heard about the vocation of interest earlier	(350) 70.0	(150) 30.0
3	Know something about the vocation	(353) 70.6	(147) 29.4
4	Eager to know about it	(325) 65.0	(175) 35.0
5	Have connections with other institutions	(170) 34.0	(330) 66.0

The table reveals that 96.2% girls thought the vocation should be according to their choice, 3.8% girls thought it was not necessary to select a vocation according to their interest, 70.0% of

girls knew about the vocations but only 70.6% girls possess some sort of knowledge or information about the vocation of their choice, while 29.4% are quite ignorant about it. 65.0% of the girls wanted to know about the vocation they like. Again surprisingly 35.0% of girls were quite reluctant to know about their future vocation. 34.0% of girls kept connection with other institution for development of vocational skills. But 66.0% were not so aware about the vocations. Figure 4.03.3 shows the various percentages of the information level of different girls about vocations.

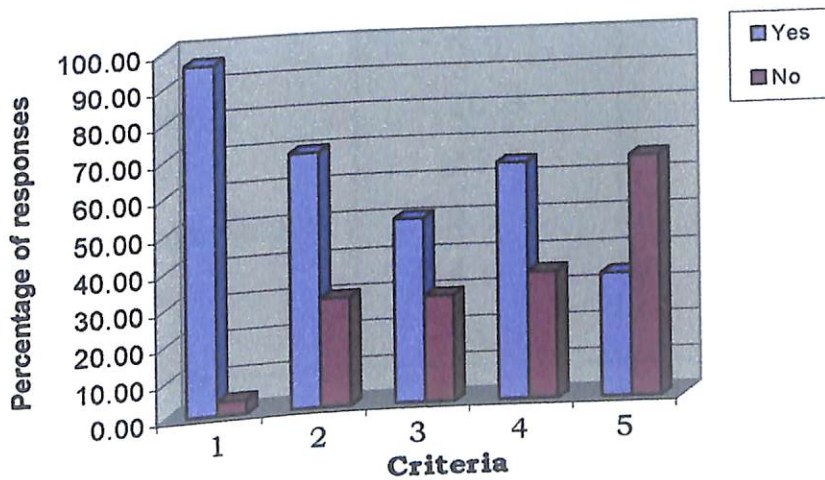


Fig. 4.03.3 The level of Information about Vocations

4.03.4 Sources of Knowledge about the Vocation of Interest:

Table 4.03.4 shows the sources of getting information regarding vocations of interest of the girls. In this table it is revealed that newspapers (16%) play an important role for giving information about the vocation of interest of the girls. The textbook (15.2%)

and the parents (15%) were also sources for girls in getting knowledge about the vocation of interest. The various sources from where the girls knew about the vocation of interest are shown in percentages in table 4.03.4.

Table - 4.03.4
Sources of Knowledge about the Vocations of Interest

Sl. No.	Sources	% of girls	Respondent girls
1	The textbook	15.2	76
2	Any other book	7.2	36
3	Magazine	10.2	51
4	Newspapers	16.0	80
5	Radio	6.0	30
6	Television	10.8	54
7	Parents	15.0	75
8	Other members	2.6	13
9	Friends	4.0	20
10	Teachers	13.0	65
	Total		500

Regarding the sources of getting knowledge by the girls, the table shows that the place of newspaper (16%) was first in providing information to the girls. It was followed by textbooks (15.2%), parents (15%), teachers (13%), television (10.8%), magazines (10.2%), other books (7.2%), friends (4%) and other members of the family (2.6%). So, it was clear that parents, newspapers, teachers, textbooks were the main sources of getting

knowledge about the different vocations of interest. Figure 4.03.4 shows the different sources of information graphically.

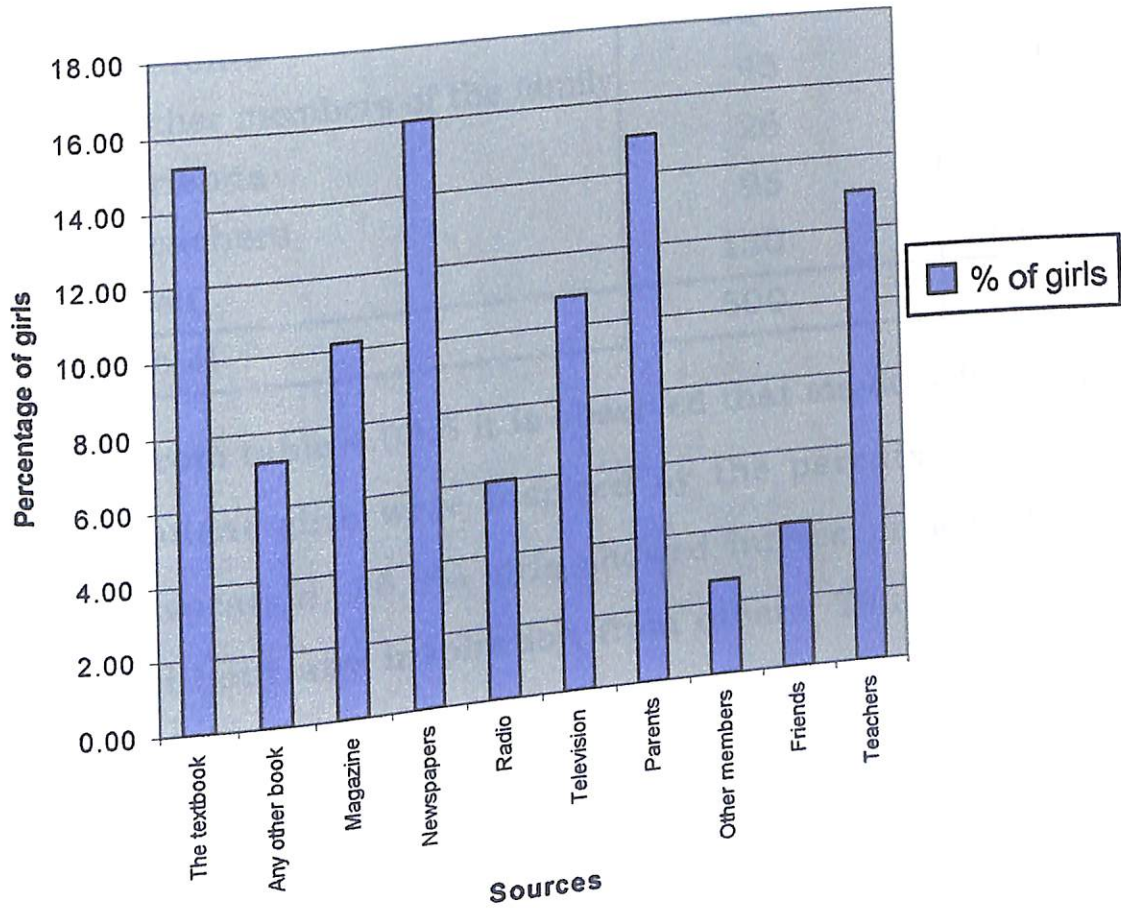


Fig. 4.3.4 : Sources of Information

4.03.5 Sources of Inspiration :

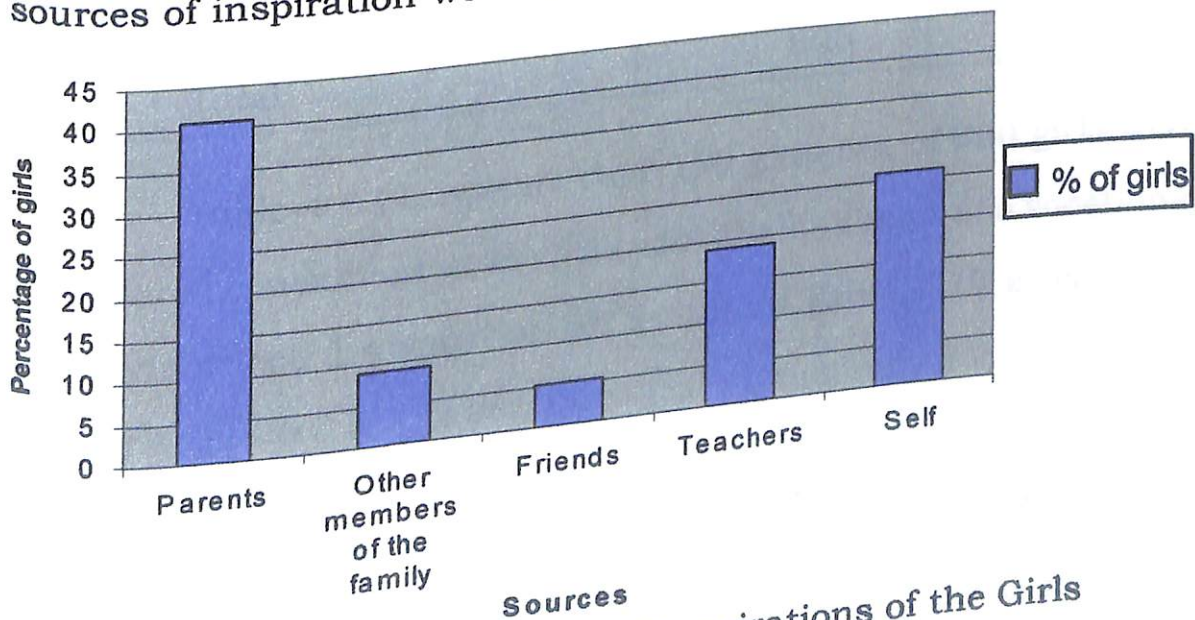
Table-4.03.5 reveals that girls were inspired for particular vocations from the parents (40.8%). 26% girls themselves showed interest to a particular vocation, it means that they were quite aware about their needs. The other sources of inspirations were teachers (19%), members of the family (9%) and friends (5.2%) respectively.

Table - 4.03.5

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 4.03.5 it is observed that majority (40.8%) of the respondent girls were 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 was seen 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 4.03.5.

**Fig. 4.03.5 : The Sources of Inspirations of the Girls**

4.03.6 Choice of Vocation of Interest :

Table-4.03.6 shows the detailed analysis of important considerations for choice of vocations. Girls were considered convenient to work as first consideration (31.2%), monetary gain (26%) was the second consideration for choice of a vocation of interest, social status (23.8%) was third consideration, and monetary as well as social status (19%) was considered as least considered choice for the girls.

Table - 4.03.6
Important Considerations for Choice of Vocation

Sl. No	Sources	Respondent girls	% of girls
1	Monetary gain	130	26.0
2	Social status	119	23.8
3	Monetary as well as social status	95	19.0
4	Convenient to work	156	31.2
	Total	500	

Table-4.03.6 reveals that 156 girls out of 500 girls were considered convenient to work as sources for choice of a vocations, 130 girls selected a vocation for monetary gains, 119 girls out of 500 girls selected a vocation for social status, only a least number of girls (95) out of 500 girls selected a vocation for monetary as well as social status. Figure 4.03.6 represents the percentages of the choice of various vocations.

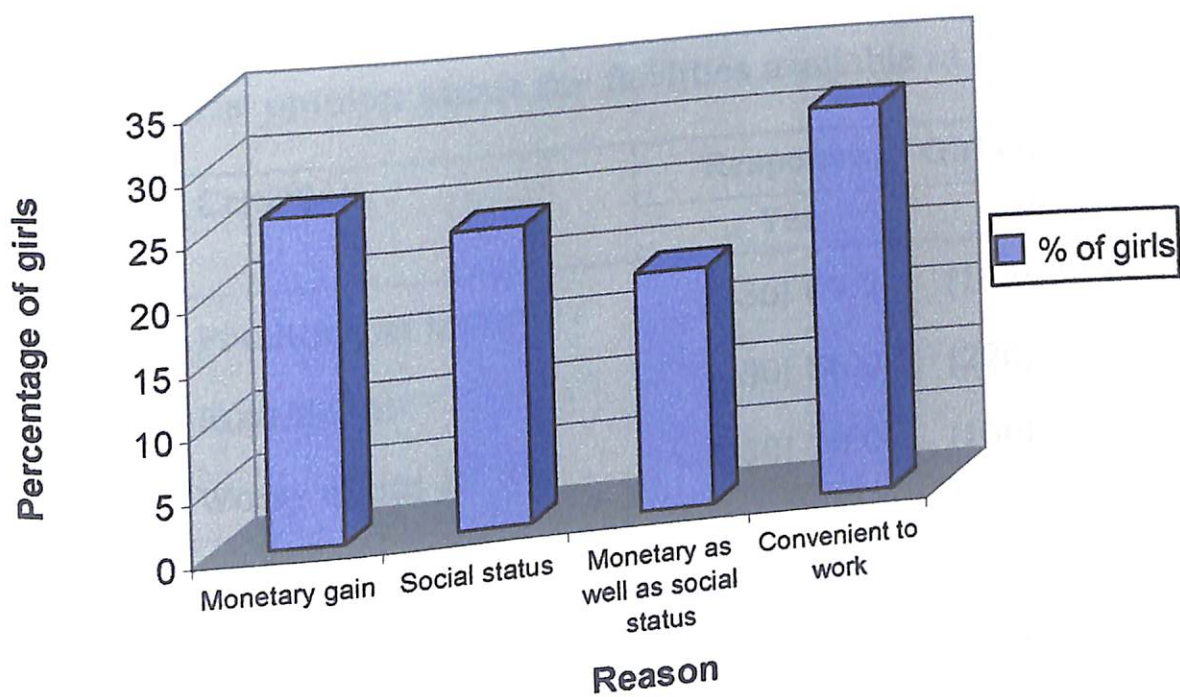


Fig. 4.03.6 : The Reason for Choices of Vocations

So, it was clear that the girls showed interest in various vocations on the basis of these considerations. The vocational choice begins when the individual first becomes aware that vocation helps to meet her needs in future.

4.03.7 Facilities available at Home :

The researcher asked a number of questions to elicit information about the facilities of the girls available at home. The girls were also asked whether their facilities were sufficient or not, whether they were worried about it. Responses of the girls are shown in Table-4.03.7.

Table - 4.03.7

Girls' opinion about the facilities available at home

Sl. No.	Criteria	Response of Girls (in %)	
		Yes	No
1	Facilities at home	(336) 67.2	(164) 32.8
2	Insufficient	(280) 56.0	(220) 44.0
3	Worry about it	(350) 70.0	(150) 30.0

The table-4.03.7 shows that 67.2% of the total respondent girls had facilities at home for developing the vocation of their interest. But 32.8% girls did not have any facilities for developing vocation of interest. 56.0% girls opinioned that the facilities at home were not sufficient for them to develop vocational skills, whereas 44.0% girls had sufficient facilities at home. But 70.0% girls were worried for not having such facilities, while 30.0% girls were not worried of not having such facilities at home.

4.03.8 **Facilities available at School :**

A few questions were asked by the researcher to collect information about the facilities available at schools for developing vocation of interest for the girls. The questions were asked to the 500 sample girls of secondary schools of Dibrugarh District of Assam. The results were shown in table-4.03.8

Table - 4.03.8

Girls' opinion about the facilities available at school

Sl. No.	Criteria	Response of Girls (in %)	
		Yes	No
1	Help from school subjects	68.0 (340)	32.0 (160)
2	Help from classroom teaching	70.0 (350)	30.0 (150)
3	Want help from others	74.8 (374)	25.2 (126)
4	Social training facilities at school	69.6 (348)	30.4 (152)
5	Areas -		
	a) Music	20.0 (100)	
	b) Dance	12.4 (62)	
	c) Acting	17.0 (85)	
	d) Sports	24.8 (124)	
	e) Handicraft	4.8 (24)	
	f) Drawing	10.8 (54)	
	g) Computer	9.0 (45)	
	h) N. C. C.	1.2 (6)	
6	"School Week" observed	68.4 (342)	31.6 (158)
7	Find help from the school week programme	68.0 (340)	32.0 (158)
8	Inspiration from the teachers	73.8 (369)	26.2 (131)

The table-4.03.8 shows that 68.0% girls got help from school subject to develop the vocations of interest and 32.0% girls did not get help from the school subject. Only 70.0% girls got help from classroom teaching of teachers and 30.0% did not get any help from classroom teaching. 74.8% girls wanted

help from others whereas 25.2% did not want any help from others. Again 69.6% of the total girls said that they found special training facilities at school, while 30.4% girls said that they did not find any training facilities at school. Again out of these, 24.8% felt to have training facilities in sports followed by Music (20.0%), Acting (17.0%), Dance (12.4%), Drawing (10.8%), Handicraft (4.8%), Computer (9.0%) and N.C.C. (1.2%).

Though School Week was observed only by 68.4% of schools. Only 68.0% of the girls thought it was helpful in developing vocational skills. 32.0% of the girls did not think it as helpful in developing vocational skills. 73.8% of the girls got inspirations from teachers to join the School Week, though 26.2% did not feel so.

4.04 SOCIO-ECONOMIC STATUS OF THE GIRLS

A questionnaire was designed to elicit information regarding socio-economic status of the girls of secondary schools of Dibrugarh district of Assam. In this questionnaire, questions were included to know about the educational background of the parents, economic status of the parents, occupation of the parents, household facilities of the girls, Parents' opinion about their daughter's future and facilities and Preferable extra-curricular activities for the girls etc.

4.04.1 Vocational Interest of Girls and Socio-Economic Status of the Parents :

For the analysis, economic status of the parents was 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-4.04.1 reveals 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 vocations 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-4.04.1
Relationship between Economic Status of the Parents and Vocational Interest of Girls
(Figures in brackets indicate expected frequencies)

Economic Status	Vocational Interest							Total	
	A	L	P	T	C	AD	H/P		
High (7,001 & 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

$df = 14, \chi^2 = 190.72$ (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 was significant at 0.01 level.

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

The hypothesis that there was a positive relationship between vocational interest of the girls and economic status of their parents may safely be accepted.

4.04.2 Educational Background of the Parents :

The Table-4.04.2 reveals the educational background of the parents. Here the educational level were categorized into three different parts. The parents whose education levels were below H.S.L.C., were considered to be low educational status group, H.S.L.C. to H.S. level were considered to be medium category, and from Degree to Masters' Degree level were considered to be high educational status group.

Table - 4.04.2

Educational Background of Fathers and Mothers

Types of Schools	Father / Mother	Educational Background						Total
		Low		Medium		High		
		Illiterate	Below HSLC	Upto HSLC	Upto HSSLC	Upto Degree	Masters' Degree	
Provincialised Schools	Father	3.2 (4)	24.8 (31)	37.6 (47)	22.4 (28)	10.4 (13)	1.6 (2)	125
	Mother	6.4 (8)	34.4 (43)	44.0 (55)	10.4 (13)	3.2 (4)	1.6 (2)	125

Table-4.04.2 shows the educational background of the parents of 125 sample girls of provincialised schools of Dibrugarh district of Assam.

4.04.3 Educational background of Fathers :

The table-4.04.3 reveals that out 125 fathers 4 fathers were illiterate, 31 fathers' educational background were below H.S.L.C. level, 47 fathers were educated upto H.S.L.C. level. Again 28 fathers out 125 fathers were educated upto H.S. level, 13 fathers were educated upto Degree, and only 2 fathers were educated at Masters' Degree level out of 125 fathers.

Table - 4.04.3
Educational background of Fathers

Status	Qualification	Total No. of parents	Father (in %)
Low	(i) No. formal education	125	3.2 (4)
	(ii) Below H.S.L.C.		24.8 (31)
Medium	(i) Upto H.S.L.C.	125	37.6 (47)
	(ii) Upto H.S.S.L.C.		22.4 (28)
High	(i) Upto Degree	125	10.4 (13)
	(ii) Master Degree		1.6 (2)

Table 4.04.3 shows the educational qualification of the fathers of 125 sample girls. It was found that 3.2% fathers have no formal education, 24.8% fathers are below H.S.L.C. level, 37.6%

fathers are upto H.S.L.C. level, 22.4% fathers were upto H.S.S.L.C. level, 10.4% fathers are educated upto Degree level, and only 1.6% fathers have education at Masters' Degree level.

4.04.4 Educational background of Mothers :

In regard to mothers' education, out of 125 mothers 8 mothers were illiterate. 43 mothers were educated below H.S.L.C. level, 55 mothers were educated upto H.S.L.C. level, 13 mothers were educated upto H.S. level, a least number of mothers (4) were educated upto Degree level, and like fathers; only 2 mothers were educated upto Masters' Degree level. Table-4.04.4 shows the educational background of the mothers.

Table - 4.04.4
Educational background of Mothers

Status	Qualification	Total no. of parents	Mother (in %)
Low	(i) No. formal education	125	6.4 (8)
	(ii) Below H.S.L.C.		34.4 (43)
Medium	(i) Upto H.S.L.C.	125	44.0 (55)
	(ii) Upto H.S.S.L.C.		10.4 (13)
High	(i) Upto Degree	125	3.2 (4)
	(ii) Master Degree		1.6 (2)

Table-4.04.4 shows the educational qualification of the mothers of 125 sample girls. It was found that 6.4% mothers had

no formal education, 34.4% mothers were below H.S.L.C. level, 44% mothers were upto H.S.L.C. level, 10.4% mothers were upto H.S.S.L.C. level, 3.2% mothers were educated upto Degree level, and only 1.6% mothers had education at Masters' Degree level.

4.04.5 Educational Status of Fathers and Mothers :

Table-4.04.5 reveals the educational background of the 125 sample parents of the students from different types of schools. To make the analysis simple, educational levels were categorized into three broad areas - low (upto High School level), medium (from HSLC to HSSLC level), and high (Graduates and Post-Graduates)

The Table-4.04.5 shows the educational status of 125 sampled parents of secondary schools of Dibrugarh district of Assam.

Table-4.04.5
Educational Status of the 125 Sampled Parents

Status	Fathers' educational status (in %)	Mother educational status (in %)
Low	28.0 (35)	40.8 (51)
Medium	60.0 (75)	54.4 (68)
High	12.0 (15)	4.8 (6)

Table-4.04.5 reveals that 35 fathers and 51 mothers out of 125 parents belonged to low educational status group, 75 fathers and

68 mothers belonged to medium status group, and 15 fathers and 6 mothers belonged to higher educational status group. Figure-4.04.5 displays the educational status of parents graphically.

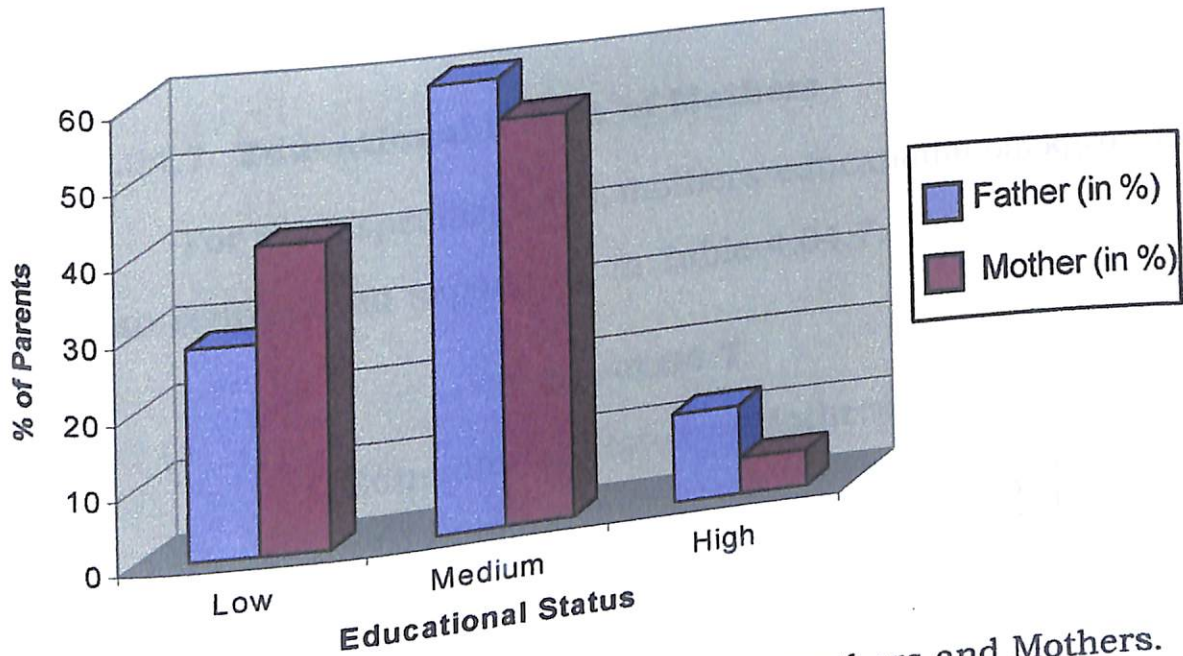


Fig. 4.04.5 : The Educational Status of Fathers and Mothers.

4.04.6 Educational Status of Fathers :

Here educational status of the fathers are displays separately in Table-4.04.6.

Table-4.04.6
Educational Status of 125 sampled Fathers

Status	Fathers' educational status (in %)
Low	28.0 (35)
Medium	60.0 (75)
High	12.0 (15)

The Table-4.04.6 reveals that 28.0% fathers were from low educational status group, 60.0% fathers were from medium educational status group, and only 12.0% fathers belonged to higher educational status group.

4.04.7 Educational Status of Mothers :

For more specifications, mothers' educational background are also represented separately in Table-4.04.7.

Table-4.04.7

Educational Status of Mothers

Status	Mother educational status (in %)
Low	40.8 (51)
Medium	54.4 (68)
High	4.8 (6)

The table reveals that 40.8% mothers were from low educational status group, 54.4% mothers were from medium educational status group, and only 4.8% mothers belonged to high educational status group. So, from the analysis it is revealed that educational background of parents of the girls were not so satisfactory.

4.04.8 Parents' Income Level :

Here the income level of the parents were divided into three economic status groups viz. - upto Rs. 3,000 income group

were categorized as low, from Rs. 3,001 to Rs. 7,000 were categorized as medium, and from Rs. 7,001 to Rs.10,000 above were categorized as high income level group. Table-4.04.8 represents the different income level of the parents.

Table-4.04.8
Parents' Income Level

Economic Status	Income	Father (in %)	Mother (in %)
Low	UptoRs. 1,000	14.4 (18)	56.52 (13)
	Rs. 1,001 - Rs. 3,000	16.0 (20)	8.69 (2)
	Rs. 3,001 - Rs. 5,000	24.0 (30)	17.39 (4)
Medium	Rs. 5,001 - Rs. 7,000	21.6 (27)	13.04 (3)
	Rs. 7,001 - Rs. 9,000	15.2 (19)	4.34(1)
High	Rs. 9,001 - Rs. 10,000	2.4 (3)	Nil
	Above Rs. 10,000	6.4 (8)	Nil

The Table-4.04.8 shows the monthly income of the parents and it was found that most of the fathers' monthly income was upto Rs. 5,000. The table shows that 24.0% of the fathers earned in range of Rs. 3001 to Rs. 5000. Similarly, the number of mothers monthly income between Rs. 3,001 to Rs. 5000 occupied the second place. Most of the mothers 56.52% earned in the range up to Rs. 1000. 8.69% of mothers having monthly income between Rs. 1001 to Rs. 3000. 15.2% of the fathers monthly income between Rs. 7001 to Rs. 9000. Only 14.4% of the fathers' monthly income were Rs.1,000. 2.4% of the fathers' having monthly income between Rs. 9001 to Rs.

10,000 and 6.4% of the fathers' income level was above Rs. 10,000. Only 4.34% of the mothers monthly income was between Rs. 7,001 – Rs. 9,000. It was observed that there was no mother in the income group between Rs. 9,001 – Rs. 10,000 and above Rs. 10,000.

So, it was found that a large number of students belonged to medium income groups (upto Rs. 5,000).

4.04.9 Income Level of Fathers and Mothers :

The Table-4.04.9 represents the economic status of fathers' and mothers' separately according to their income level. It revealed that only 30.4% fathers were from lower income group and 12% mothers were from lower income group. In medium economic status group, 45.6% were fathers and 5.6% were mothers. In high economic status group, 24.0% were fathers and 0.8% were mothers. Figure 4.04.9 represents the economic status of the parents according to the income level of the parents graphically.

Table-4.04.9

Economic Status of Fathers and Mothers

Economic Status	Father (in %)	Mother (in %)
Low	30.4 (38)	12.0 (15)
Medium	45.6 (57)	5.6 (7)
High	24.0 (30)	0.8 (1)

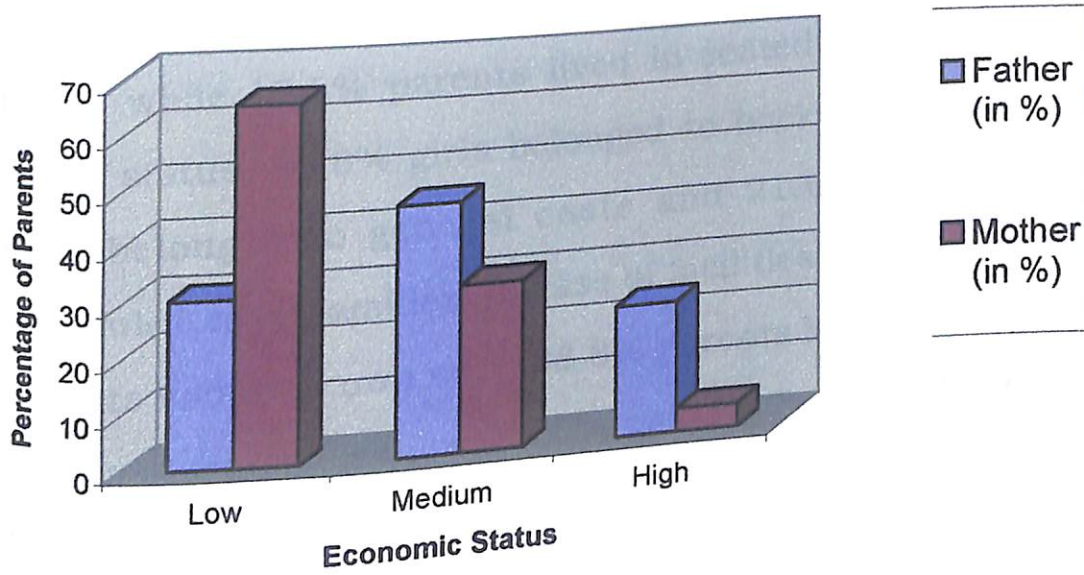


Fig. 4.04.9 : Shows the Economic Status of Fathers and Mothers

4.04.10 Household Facilities of the Respondent Girls :

From these questions, the researcher tried to collect information regarding the facilities at home and also wanted to know about the social status of the respondent girls.

Table-4.04.10

Household Facilities and Social Status of the Respondent Girls

Conditions	% of parents
Own house	86.4 (108)
Rented house	13.6 (17)
General	38.4 (48)
OBC / MOBC	40.0 (50)
SC / ST	21.6 (27)
Car	20.0 (25)
Two-wheeler	28.8 (36)
Telephone	16.0 (20)
Television	59.2 (74)
Monthly magazine	14.4 (18)
Member of any org.	49.6 (62)

The Table-4.04.10 shows that 86.4% parents lived in own house while 13.6% parents lived in rented house. In regard of social status, 40.0% girls belonged to backward classes, 38.4% girls belonged to general caste and 21.6% girls came from scheduled caste families. In case of facilities at home, only 20.0% parents had their own cars, 28.8% parents had two-wheelers as a means of transportation. 16.0% parents had telephones at their home, 59.2% parents had televisions and only 14.4% parents bought monthly magazines. 49.6% parents were engaged in various social organizations.

So, it was found that the socio-economic condition of the parents was satisfactory. They had the capacity to provide facilities for their daughters' education. Most of the families belonged to the OBC/MOBC category (40.0%), 38.4% belonged to the general caste, and only 21.6% belonged to the scheduled caste and scheduled tribe categories. Most of the families economic condition was helpful for providing home facilities for the girls. They were also social, and attached with various social organizations to serve the society as a whole.

4.05 EDUCATIONAL AND VOCATIONAL PREFERENCE OF THE PARENTS

In this questionnaire, questions were asked by the researcher to collect information about the educational and vocational aspirations of the parents for their daughters viz. choices

of courses for their daughters' future study, facilities provided by the parents at home and extra-curricular activities preferred by the parents for their daughters etc.

4.05.1 Parents' Educational Aspirations for their daughters:

Here the researcher asked questions to know about the parents' opinion for the levels of education for their daughters.

Table-4.05.1
Parents' Educational and Vocational Preference for their daughters

Sl.No.	Opinion of the parents	% of parents
1	Want their daughters to be educated	100
2	Level of daughters' education	
	a) H.S.L.C.	16.0 (20)
	b) H.S.S.L.C.	32.8 (41)
	c) Graduate	41.6 (52)
	d) Post-Graduate	9.6 (12)
	e) Ph. D	Nil

The Table-4.05.1 shows that all the parents wanted their daughters to be educated, but the levels to which they wanted their daughter to be educated were different from parents to parents. 41.6% of the parents preferred that their daughters should study upto Graduation level, 32.8% of the parents wanted their daughters' education upto H.S.S.L.C. level, 16.0% of the parents

preferred education of their daughters upto H.S.L.C. level, 9.6% parents preferred that their daughters' education should be upto Post-graduate level. But no parent opined about the Degree of Doctor of Philosophy. So, we may safely say that parents educational and vocational preference were quite satisfactory.

4.05.2 Parents' Choice of Courses for their daughters :

A few questions were asked to the parents to know about the courses preferred by them for their daughters future study. In this questions courses were included as Science, Arts, Commerce and Vocational or Technical Courses.

Table-4.05.2

Parents' Choice of Courses for their Daughters' Future Study

Sl. No.	Courses	% of parents
1	Science	16.0 (20)
2	Arts	33.6 (42)
3	Commerce	20.8 (26)
4	Vocational or Technical	29.6 (37)

The table-4.05.2 explains that 33.6% parents preferred Arts stream for their daughters' future study, 29.6% parents preferred vocational and technical courses, 20.8% parents preferred Commerce stream for their daughters' future study, and only 16.0% parents preferred Science stream as a course for their

daughters' future study. From the table it is revealed that most of the parents preferred Arts as future stream of study for their daughters. Figure 4.05.2 displays the courses preferred by the parents for their daughters.

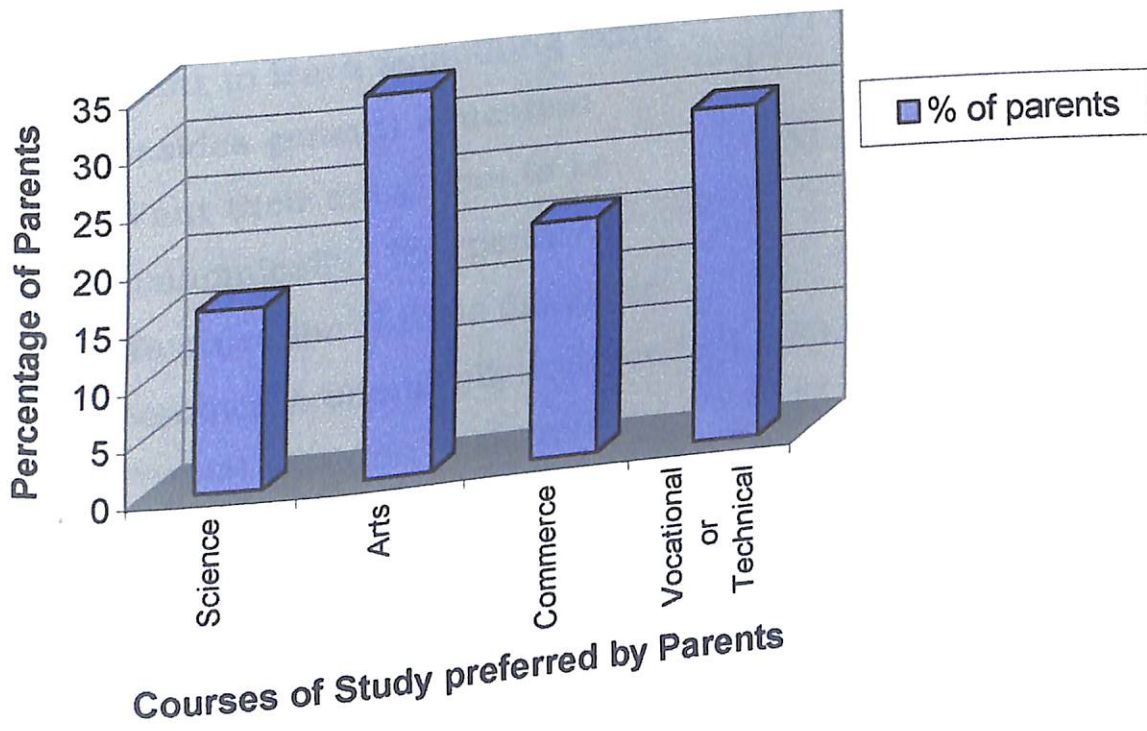


Fig. 4.05.2 : The choices of the Courses preferred by the parents

4.05.3 Parents' Opinion about their Daughters' Future :

The researcher asked questions to elicit information about the opinion of the parents regarding their daughters' future and facilities provided at home for their daughters' future.

Table-4.05.3**Parents' Opinion about their Daughters' Future**

Sl. No.	Parents' opinion	% of Parents	
		Yes	No
1	The girls select the stream of their own for future study	52.8 (66)	47.2 (59)
2	Want to learn something extra besides general education	77.6 (97)	22.4 (28)
3	Want their daughters to be economically independent	61.6 (77)	38.4 (48)
4	No objection if their daughter becomes economically independent	83.2 (104)	16.8 (21)
5	Special vocation preferred by parents for girls	71.2 (89)	28.8 (36)
6	Financial problem faced by the parents	52.8 (66)	47.2 (59)

This study revealed that though cent percent of the parents interviewed wanted their daughters to be educated, yet only 52.8% parents wanted to give freedom to their daughters for selecting the stream for future study. 47.2% parents did not let their daughters free to select the course for future study. In the same way 77.6% parents wanted their daughters to learn something extra besides general education, and 22.4% parents did not want their daughters to learn something extra besides general education.

It can also be seen that 61.6% parents wanted their daughters to become economically independent, while 38.4%

parents did not want so. 72.2% parents preferred special vocation for their girls, and 52.8% parents faced financial problems in continuing their daughters' education for future study.

4.05.4 **Extra Activities preferred by the Parents for their Daughters :**

The researcher asked a few questions to elicit information about the activities preferred by the parents for their daughters beside general education. The extra activities included in these questions were music, dance, acting, literature, sports, drawing and handicraft etc.

Table-4.05.4
Areas of Extra Activities preferred by Parents for their Daughters

Sl. No.	Subjects	% of parents for girls' extra activities	
1	Music	36.0	(45)
2	Dance	8.8	(11)
3	Acting	15.2	(19)
4	Literature	20.0	(25)
5	Sports	4.8	(6)
6	Drawing	9.6	(12)
7	Handicraft	5.6	(7)

This table-4.05.4 shows that 36.0% of parents preferred music as extra activities for their daughters. 20.0% parents preferred literature, 15.2% parents opted acting as an extra curricular activity, and 8.8% parents preferred dance

as extra activity for their daughters. A few parents preferred sports and handicrafts as an extra activity. So, it was seen that parents had lack of awareness about various vocations for their daughters. The different areas of extra curricular activities preferred by parents are displayed graphically in figure 4.05.4.

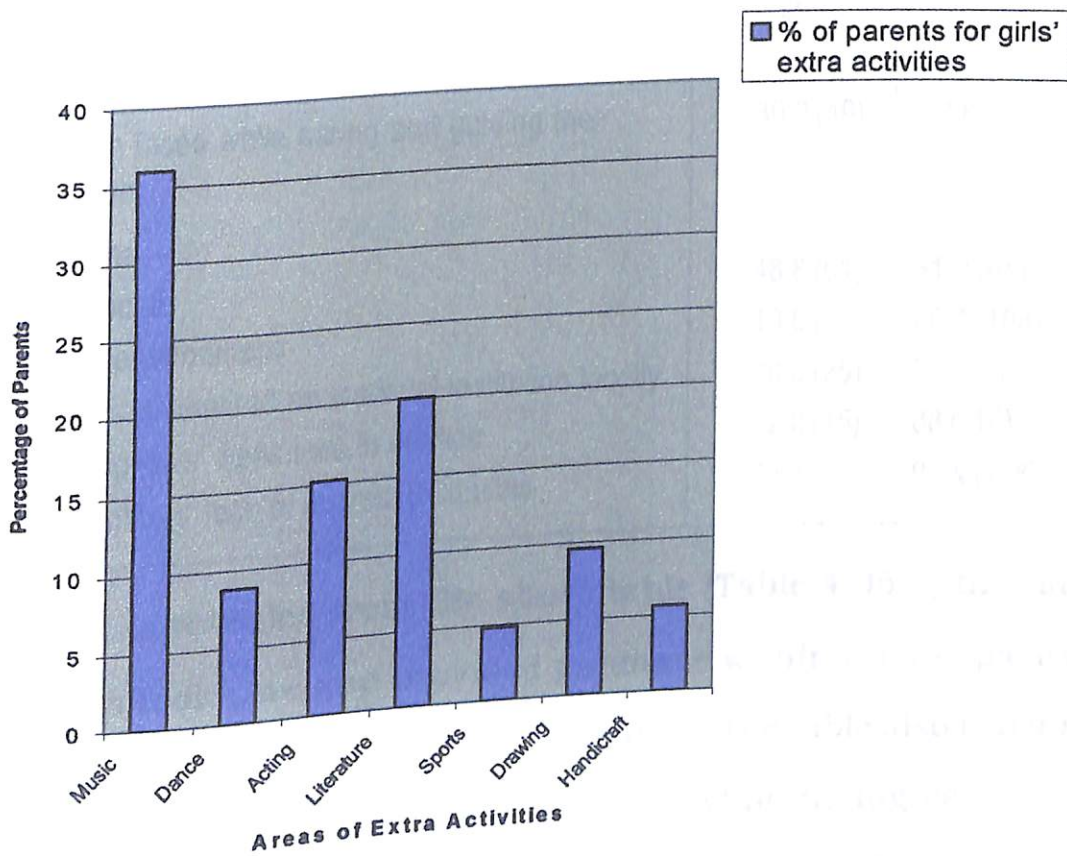


Fig. 4.05.4 : Different Areas of Extra Activities preferred by Parents for their Daughters

4.06 CARE AND GUIDANCE OF PARENTS AND PROBLEMS FACED BY PARENTS IN DEVELOPING VOCATIONAL INTEREST OF GIRLS

Table-4.06.1

Parents' Care and Guidance

Sl. No.	Criteria	Parents	
		Yes (in %)	No (in %)
1	Type of Care and Guidance For developing vocational skills of their daughters within the capacity	100	
2	Problem faced while caring and guiding their daughters	39.2 (49)	60.8 (76)
3	Problems –	48.8 (61)	51.2 (64)
	(i) Financial	13.6 (17)	86.4 (108)
	(ii) Bad environment	20.0 (25)	80 (100)
	(iii) Lack of required educational institution locally	12.0 (15)	88 (110)
	(iv) Daughters' weakness in studies	5.6 (7)	94.4 (118)
	(v) Daughters' lack of interest in studies		

It is revealed from the above table (Table 4.06.1) that all the parents took care and provided guidance within their capacity for vocational development of their daughters. The table also reveals that 39.2% of the parents faced problems while taking care and giving guidance required for girls in development of vocational skills. Out of these parents, 48.8% of the parents faced financial problems while taking care and giving guidance required for girls in vocational development. 13.6% of the parents pointed out the bad environment, 20.0% of parents faced lack of required educational institution, 12.0% of parents' daughters were weak in

studies though they wanted to develop their daughters' vocational interest and 5.6% parents' daughters were not interested in vocational development within themselves.

4.07 TEACHERS' OPINION ON EXTRA-CURRICULAR ACTIVITIES

Here a questionnaire was prepared by the investigator to know about the scope and facilities for developing vocational skills at school environment.

Table-4.07.1
Facilities in the Co-curricular Area

Sl. No.	Criteria	Response of Girls (in %)	
		Yes	No
1	Holding a vocation is necessary for girls	82.8 (207)	17.2 (43)
2	Prefer each and every vocational area for girls	78.0 (195)	22.0 (55)
3	Co-curricular activities for girls	83.6 (209)	16.4 (41)
4	Co-curricular activities necessary for vocational development	82.0 (205)	18.0 (45)
5	Co-curricular activities at school	60.0 (150)	40.0 (100)
6	Separate period for co-curricular activities	50.0 (125)	50.0 (125)
7	Encourage girls for co-curricular activities	81.6 (204)	18.4 (46)
8	Training facilities at school	25.6 (64)	74.4 (186)
9	Guidance service for vocational development	19.2 (48)	80.8 (202)
10	Provision for guidance service at school	50.0 (125)	50.0 (125)
11	Areas –		21.6 (108)
	a) Sports	56.8 (142)	41 (205)
	b) Music	18.0 (45)	37.4 (187)
	c) Literacy Activities	25.2 (63)	
	d) Handicraft	NIL	
	e) Drawing		

The table shows that 82.8% teachers thought it was necessary to have a vocation for girls. 83.6% of the teachers also considered that co-curricular activities were necessary for girls at school level. In 60.0% of schools provision were there for co-curricular activities. 50.0% of teachers preferred separate period for co-curricular activities. 81.6% of teachers encouraged girls for participating in extra activities. Training facilities were not available for teachers because the table shows only 25.6% schools training facilities were there and 74.4% schools had no provisions for training of teachers in co-curricular areas. 80.8% teachers believed that guidance service was necessary for vocational interest. In 50.0% of schools there was no provision for guidance service. In 57.0% schools only sports facilities, 18.0% music, 25.0% preferred literacy activities as co-curricular activities at schools.

Table-4.07.2

Facilities, guidance, relation of teachers with students and parents

Sl. No.	Criteria	Response of Girls (in %)	
		Yes	No
1	Trained teachers in skilled areas	24.0 (60)	76.0 (190)
2	Girls wanting guidance from teachers	73.6 (184)	26.4 (66)
3	Parent-teacher relation necessary for vocation of girls	80.0 (200)	20.0 (50)
4	Relation of parents and teachers	21.6 (54)	78.4 (196)
5	Schools where Parent-Teacher Association are there	31.6 (79)	68.4 (171)

This table shows that in 76.0% schools there were no trained skilled teacher for co-curricular activities and only 24.0% schools had such facilities. 73.6% girls wanted guidance from teachers, 80.0% of teachers thought that parent-teachers relationship was necessary for vocational development of girls. There was a relation with the parents because in 78.4% schools there were no relationship between teachers and parents. Only 21.6% schools had relationship between teachers and parents. It is also observed that in 31.8% schools there were parents-teachers associations, but in 68.2% schools there were no such associations.

The teachers gave various reasons for considering co-curricular activities as important. According to them these activities were important for all-round development, self-establishment, bright future, shaping of life and mental growth, spreading idea regarding career and progress in education. Whatever may be the reason, each of these was necessary to improve right self-image and self-esteem by the girls. But the table 4.07.2 indicates that such provisions were not as available as needed for girls' vocational development. Therefore, the schools should take initiatives for its development.

Regarding the problems faced by the teachers and schools for development of vocational interest among the girl students, it was found that maximum number of schools faced difficulty due to lack of trained teachers, lack of necessary

vocational tools, lack of interest of girls and their parents, shortage of room facilities, economic or financial and maintenance problems.

Though all the teachers gave importance on guidance service at school level for developing vocational interest in girls, there were provisions of guidance service only in 19.2% of the total schools. Girls of these schools got guidance service from the trained teachers in the fields of sports, music and literary activities at a minimum level. Maximum numbers of girls wanted such guidance from teacher but teachers and schools faced different problems, which hindered the progress of development of vocational skills of the girls.

4.08 PARENTAL GUIDANCE AND VOCATIONAL INTEREST 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-4.08.1
Relationship between Parental Guidance and Vocational Interest 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 were in favour of developing Aesthetic, Textile (19.3%) and Literary (18.2%) areas for their daughters. But they were least interested in developing Administrative and other areas for their daughters.

Most of the parents from Urban areas were in favour of developing interest in Commercial area (27.0%), Professional area (22.3%) and Aesthetic area (13.8%). But they were least interested in choosing Textile, Health & Paramedical areas as 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. was also determined and the significance of difference between Mean was tested at 0.05 level.

Table-4.08.2
Vocational Interest of Girls of Rural and Urban Parents

Parents	No. of Parents	M	S. D.	C. R.	Significance
Rural	93	16.10	5.6	17.86	Significance
Urban	111	14.85	3.4		at 0.05 level

The table 4.08.2 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.) was found to be 17.86, which is significant at 0.05 level. Hence, there was a significant difference between rural and urban parents as far as their girl's vocational interest was concerned. The researcher formulated a hypothesis that vocational interest of the girls was influenced by parental guidance. We accepted the hypothesis that vocational interest of the girls is influenced by parental guidance. It could also be concluded that the urban parents' vocational interest for their daughters were different in comparison to the rural parents.

4.09 **TEACHERS' GUIDANCE AND VOCATIONAL INTEREST 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-4.09
Relationship between Teachers Guidance and Vocational Interest 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 4.09 reveals that 28.5% of the teachers from rural areas preferred to help in developing interest in Aesthetic areas. 19.4% of the rural teachers desired to develop interest for the girls in Textile areas. 14.28% of the rural teachers were also interested to develop Literary and Commercial area for the girls. But they were least interested to develop Professional (7.14%), Health & Paramedical (7.14%) and Administrative areas (4.76%) for the girls.

Most of the urban teachers preferred to help in developing interest in Commercial (28.3%), Professional (22.64%), Aesthetic and Literary area (11.32%) for the girls. But they were 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. was also determined and the significance between Means was tested at 0.05 level.

Table-4.09.1
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	25.58	Significance at 0.05 level
Urban	53	10.8	1.39		

The Table-4.09.1 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 was slightly higher than that of the rural teachers (7.73). The significance of the difference was tested. The C.R. was found to be 25.58, which was significant at 0.05 level. The researcher formulated a hypothesis that vocational interest of the girls was influenced by teachers' guidance. We accepted the hypothesis that vocational interest of the girls was influenced by teachers' guidance. Hence we may conclude that urban teachers' vocational interest for the girls was different in comparison to rural teachers.

4.10 THE SCHOLASTIC ACHIEVEMENT OF THE SAMPLED GIRLS (125) OF SECONDARY SCHOOLS

4.10.1 Achievement of the Girls :

In this study the scholastic achievement refers to the scores obtained in the annual examination of Class IX students conducted by the Board of Secondary Education (SEBA). Similarly for Class X students, scores obtained in the Test Examination conducted by Council of Education. The total marks obtained in both the examination were calculated for each individual. Then the percentages were arranged into frequency distribution to compute the needed statistical data. The Mean and the Standard Deviation of the Scholastic Achievement scores in respect of the total samples were computed.

An analysis of the qualitative performances of the girls appearing for the promotional examination 2004-05 revealed their achievement in the school. Table 4.10.1 shows distribution of the girls securing 1st Division, 2nd Division and 3rd Division in the promotional examination appearing from the sampled secondary schools of Dibrugarh district. The total number of sampled girls, 12% got 1st Division, 36% got 2nd Division, 40% got 3rd Division and 12% girls could not succeed in their annual examination. The Mean of the scores of sampled girls was 37.82 and Standard Deviation was 25.8.

The purpose of this study was to elicit information about the scholastic achievement of the pupils. It also measured the educational level, occupation, the income of the father, and the educational and vocational interest of the pupils.

Table-4.10.1 shows the Pass Percentage of 125 girl students in the year 2004-05 under Dibrugarh district. Figure 4.10.1 display the distribution of girls according to their percentages.

Table-4.10.1

The number and percentage of students securing 1st, 2nd and 3rd divisions in Dibrugarh district, in the year 2004-05.

Year	Sampled School	No. of Sampled Girls	Percentage of Pass			
			1st	2nd	3rd	Fail
2005-2006	25	125	15 (12%)	45 (36%)	50 (40%)	15 (12%)

Mean : 37.82, SD: 25.8

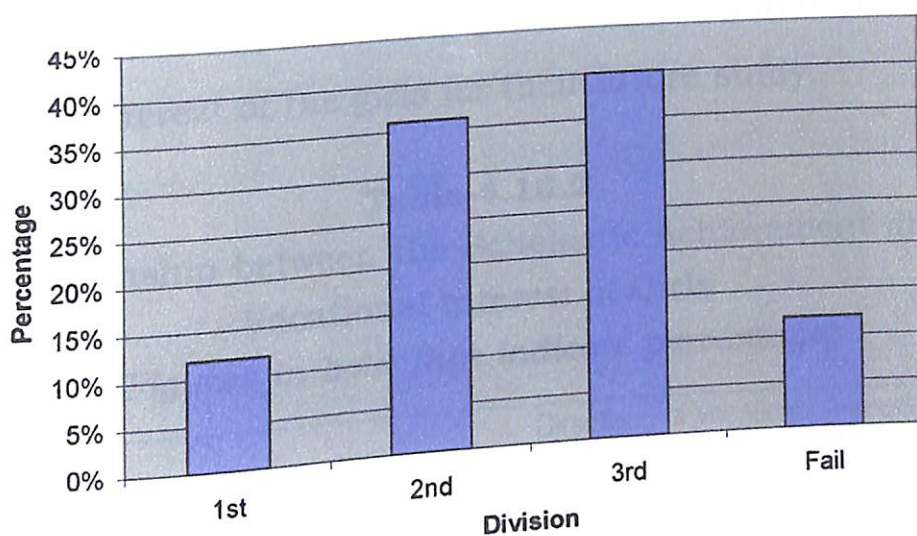


Fig. 4.10.1 : The Scholastic Achievement of Girls in the year 2004-05

4.10.2 **Relationship between Vocational Interest of Girls and Scholastic Achievement :**

The purpose of this study was to find the relationships between scholastic achievement and vocational interest of the girls. So, the researcher formulated a hypothesis that there was no significant relationship between scholastic achievements and vocational interest of the girls.

The researcher divided the scholastic achievement of the girls into three categories. The students securing 60% or above marks were included in the high scholastic achievement category, the students securing 45 to less than 60% marks were included in the medium scholastic achieving category and the students securing less than 45 of marks were included in the low achievement category.

The table shows the data collected from 125 sample girls

and their achievement in the promotional examinations and vocational interest of the girls for their future study.

Table-4.10.2
Relationship between the Scholastic Achievement and
Vocational Interest of Girls
(Figures in bold face indicate percentage)

Scholastic Achievement of Girls	Directions of Vocational Interest								Total
	A	L	P	T	C	AD	H/P	O	
High 21.6% (27)	5 18.5	5 18.5	9 33.3	1 3.70	0 0.0	3 11.11	1 3.70	3 11.11	27
Medium 40.0% (50)	21 42.0	11 22.0	13 26.0	2 4.0	2 4.0	1 2.0	0 0.0	0 0.0	50
Low 38.4% (48)	15 31.25	3 6.25	10 20.83	12 25.0	3 6.25	0 0.0	3 6.25	2 4.16	48
Total	41	19	32	15	5	4	4	5	125

33.3% of the girls of high achievement group were interested in professional area. In high achievement groups, 18.5% were interested in aesthetic and literacy area, but it was shown that in this group only 11.11% interested in administrative and social welfare activities. On the other hand, 3.70% were interested in textile and health & paramedical areas.

42% girls of medium achievement categories were interested in Aesthetic areas, whereas 26% girls were interested in Professional areas, 22% girls were interested in Literary area, and only 4% were interested in both Commercial and Textile areas, and only a few students (2%) were interested in Administrative areas.

31.25% girls of low achievement group interested in Aesthetic area, 25% interested in Textile area, 20.83% interested in Professional area, whereas only 6.25% interested in Commercial, Literacy and Health areas. It was noticeable that only 4.16% interested in other areas, which included N.C.C., Scouts & Guides, and socio-economic welfare activities.

4.10.3 Relationship between the Scholastic Achievement and Vocational Interest of Girls :

The table 4.10.3 shows the relationship between scholastic achievement and vocational interest of the girls.

Table-4.10.3
Relationship between the Scholastic Achievement and Vocational Interest of Girls
(Figures in bold face indicate expected frequencies)

Scholastic Achievement of Girls	Vocational Interest of the Girls								Total
	A	L	P	T	C	AD	H/P	O	
High 21.6% (27)	5 8.85	5 4.10	9 6.91	1 3.24	0 1.08	3 0.86	1 0.86	3 1.08	27
Medium 40.0% (50)	21 16.4	17 17.6	13 12.8	26 26.0	22 22.0	11 11.6	0 0.6	2 2.0	50
Low 38.4% (48)	15 15.74	3 7.29	10 12.28	12 5.76	3 1.92	0 1.53	3 1.53	2 1.92	48
Total	41	19	32	15	5	4	4	5	125

$df = 14, \chi^2 = 36.42$ (significant at 0.01 level)

From table 4.10.3, we can see that significant value of the chi square (36.42) obtained from the table and found to be

very significant at 0.01 level, which indicated a significant relationship between the scholastic achievement and vocational interest of the girls. Hence the null hypothesis was rejected that there was no significant relationship between scholastic achievement and vocational interest of the girls.

4.11 VOCATIONAL INTEREST OF THE GIRLS AND EDUCATIONAL BACKGROUND OF THE PARENTS

Table 4.11 reveals the educational background of parents of 125 sampled girls of different schools. To make the analysis simple, educational levels are categorized into three broad groups – Low (up to Middle School), Medium (From H.S.L.C. to H.S. Level) and High (Graduates and Post-graduates)

4.11.1 Vocational Interest of the Girls and Educational Background of the Fathers :

Table 4.11.1 displays the distribution of the fathers of the respondent students of different types of schools according to their educational background. The table reveals a significant variation among the fathers of the students of different types of schools in respect of their educational background.

Table-4.11.1
Percentage of Vocational Interest of the girls and Educational Background of the Fathers

Fathers' Education	Vocational Interest of Girls								Total
	A	L	P	T	C	AD	H/P	O	
High	1 6.6	1 6.6	5 33.3	0	5 33.3	2 13.3	1 6.6	0	15
Medium	10 13.3	6 8.0	25 33.3	3 4.0	15 20.0	4 5.3	8 10.6	4 5.3	75
Low	5 14.2	4 11.4	2 5.7	10 28.5	6 17.14	2 5.7	3 8.57	3 8.57	35
Total	16	11	32	13	26	8	12	7	125

The analysis reveals that the girls whose fathers were highly educated, their interest in different vocation in descending order are Professional (33.3%), Commercial (33.3%) and Administrative (13.3%). But they are least interested in Aesthetic (6.6%), Literary (6.6%), Health & Paramedical (6.6%) areas.

The girls whose father belonged to medium education group were interested in vocations like Professional (33.3%), Commercial (20.0%), Aesthetic (13.3%), Health & Paramedical (10.6%). But they are least interested in Literary (8.0%) and Textile (4.0%) areas.

Most of the girls belonging to the parents of low education group, were interested in Textile (28.5%), Commercial (17.14%), Aesthetic (14.2%). But they are least interested in Professional (5.7%), Administrative (5.7%). So, there is a relationship between fathers' education and vocational interest of the girls.

Table-4.11.2
Relationship between Vocational Interest of the girls and Educational Background of the Fathers

Fathers' Education	Vocational Interest of Girls								Total
	A	L	P	T	C	AD	H/P	O	
High	1 1.92	1 1.32	5 3.84	0 1.56	5 3.12	2 0.96	1 0.096	0 0	15 15
Medium	10 9.6	6 6.6	25 19.2	3 7.8	15 15.6	4 4.8	8 7.2	4 4.2	75 75
Low	5 4.48	4 3.08	2 8.96	10 3.64	6 7.28	2 2.24	3 3.36	3 1.96	35 35
Total	16	11	32	13	26	8	12	7	125

df = 14, $\chi^2 = 161.12$ (significant at 0.01 level)

From the table 4.11.2, chi square (161.12) was computed which was significant at 0.01 level. So, it was revealed that there was a positive relationship between vocational interest of the girls and fathers' education.

4.12 VOCATIONAL INTEREST OF THE GIRLS AND EDUCATIONAL BACKGROUND OF THE MOTHERS

Table 4.12 displays the distribution of the mothers of the respondent students of different types of schools according to their educational background. The table reveals a significant variation among the mothers of the students of different types of schools in respect of their educational background.

The table 4.12 reveals that the girls whose mothers were highly educated showed interest in Professional (33.3%), Aesthetic, Literary, Administrative, Health & Paramedical (16.6% each) areas. But they were least interested in Textile and Commercial area.

The girls whose mothers were from medium education group showed interest in Aesthetic (22.05%), Professional (14.7%), Literary (11.7%), Health & Paramedical (11.7%). But they were less interested in Textile (5.81%) areas.

The girls whose mothers belonged to low education group, showed interest in Textile (23.5%), Commercial (19.6%), Aesthetic (15.6%), Literary (11.76%) areas. But they were least interested in Professional (4.8%) and Administrative (1.96%) areas.

Table-4.12
Percentage of Vocational Interest of the girls and Educational Background of the Mothers

Mothers' Education	Vocational Interest of Girls								Total
	A	L	P	T	C	AD	H/P	O	
High	1 16.6	1 16.6	2 33.3	0 0	5 0	1 16.6	1 16.6	0 0	6
Medium	15 22.05	8 11.76	10 14.7	4 5.8	12 17.64	5 7.35	8 11.76	6 8.82	68
Low	8 15.6	6 11.76	5 9.80	12 23.5	10 19.6	1 1.96	5 9.8	4 7.84	51
Total	24	15	17	16	22	5	14	10	125

The table 4.12.1 shows the relationship between vocational interest of the girls and mothers' education.

Table-4.12.1
 Relationship between Vocational Interest of the girls and
 Educational Background of the Mothers

Mothers' Education	Vocational Interest of Girls								Total
	A	L	P	T	C	AD	H/P	O	
High	1 1.15	1 0.72	2 0.81	0	0	1 0.336	1 0.672	0	6
Medium	15 13.05	8 8.16	10 9.24	4 8.70	12 11.96	5 3.80	8 7.61	6 0.04	68
Low	8 9.79	6 6.12	5 5.93	12 6.52	10 8.97	1 2.85	5 5.71	4 4.08	51
Total	24	15	17	16	22	5	14	10	125

$df = 14, \chi^2 = 107.62$ (significant at 0.01 level)

From the table, chi square (107.62) was computed which was found to be significant at 0.01 level. So, it was revealed that there was a significant positive relationship between vocational interest of the girls and educational background of the mothers.

4.13 VOCATIONAL INTEREST AND CASTE OF THE GIRLS

Table 4.13 shows the caste-wise break-up of the respondent girls. The table reveals that 68% of the students of different secondary schools belonged to other backward classes, while 25% girls belonged to general caste, and the rest of the girls (7%) belonged to scheduled castes and scheduled tribes. Figure 4.13 display the caste-wise percentages of the girls of different schools.

Table-4.13
Caste-wise distribution of the sampled girls studying in the secondary schools.

(Figures in bold face indicate percentage of the girls)

Categories	% of the Girls	Total
General	25.0 (125)	500
OBC / MOBC	68.0 (340)	
SC / ST	7.0 (35)	

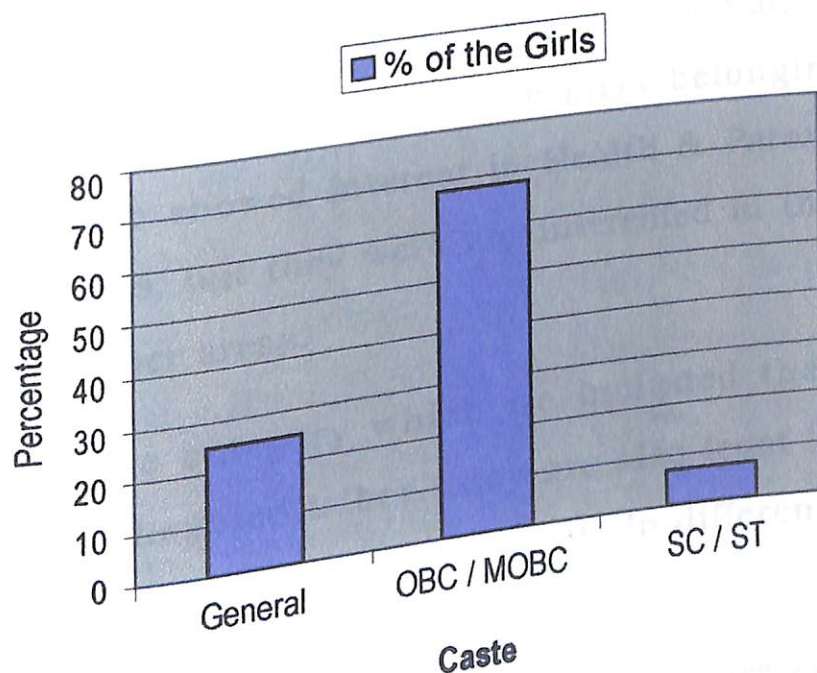


Fig. 4.13 : The caste-wise break-up of the girls in the secondary schools

4.14 RELATIONSHIP BETWEEN VOCATIONAL INTEREST AND CASTE OF THE STUDENTS

An analysis was made to see whether there exists a relationship between Vocational Interest and Caste of the Students.

The table shows the relationship between caste of the students and their areas of vocational interest.

From the table 4.14 it is evident that the girls belonging to general category showed 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 shows that the higher vocational interest areas were Professional, Commercial, and then Literary areas. But the girls belonging 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 4.14 reveals that in SC/ST category, the highest vocational interest areas was Textile and Designing, the next most interested area was Aesthetic area. They were also interested in areas like Health and Paramedical and Literary, but they were least interested in Commercial and Administrative areas.

Table-4.14

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

Caste Education	Vocational Interest of Girls								Total
	A	L	P	T	C	AD	H/P	O	
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, $\chi^2 = 190.72$ (significant at 0.01 level)

Table 4.14 shows the other areas that include 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 is due to her lower social status and backward economic condition of her family where she lived.

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

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

4.15 SOCIO-ECONOMIC STATUS OF THE PARENTS AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS

This questionnaire was designed to elicit information regarding the socio-economic status of the students. This tool consists of different parts viz. - identification, parents' monthly income, educational background of the fathers and mothers, and parents' social participation etc.

Data were collected from a sample of 125 parents to know about their monthly income, and the economic condition of the girls.

4.15.1 Parents' Monthly Income and Scholastic Achievement:

Here questions were asked by the researcher to elicit information regarding the monthly income of the parents of the respondent girls

Table 4.15.1 displays the distribution of the parents according to their monthly income. The table reveals a significant variation among the parents of the students of different types of schools in respect of their monthly income. Frequencies in respect of the academic achievement of the girls and the income of their parents are distributed in the table 4.15.1.

Table-4.15.1

Relationship between Economic Status of Parents and Scholastic Achievements of Girls

(Figures in bold face indicate expected frequencies)

Levels of Parents' Income	Students' Academic Achievement				No. of Parents
	1st	2nd	3rd	Fail	
Low (1000 to 3000)	10 14.04	30 26.0	13 17.16	12 7.8	65
Medium (3001 to 7000)	7 9.07	15 16.8	18 11.08	2 5.04	42
High (7001 and above)	10 3.88	5 7.2	2 4.75	1 2.16	18
Total	27	50	33	15	125

$df = 6, \chi^2 = 23.22$ (significant at 0.05 level)

Table 4.16.1 depicts the relationship between scholastic achievement of the respondent girls and monthly income of their parents. The table clearly shows that the students whose parents belonged to high-income group showed higher scholastic achievement than the students whose parents belonged to lower income group. A significant value of chi square confirmed that the parents' economic status had a significant role to play in the scholastic achievement of their daughters.

Table 4.15.1 reveals that the girls whose parents' income level was high, could show higher scholastic achievement than the students whose parents belonged to middle income group. The students belonging to low-income group showed less scholastic achievement than the other two groups.

The Chi-square (23.22) was obtained from the data and it

was found to be significant at 0.05 level, which indicated a significant relationship between the economic status of the parents and scholastic achievement of the girls. Thus we can accept the hypothesis that there is a significant positive relationship between the vocational interest of the girls and socio-economic status of the parents.

4.16 EDUCATIONAL BACKGROUND OF MOTHERS AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS

Table 4.16 reveals the educational background of parents of 125 sampled girls of different schools. To make the analysis simple, educational levels were categorized into three broad groups – Low (up to Middle School), Medium (From H.S.L.C. to H.S. Level) and High (Graduates and Post-graduates)

Table-4.16

Relationship between Mothers' Education and Scholastic Achievement of Girls

(Figures under parenthesis indicate expected frequencies)

Scholastic Achievement	Category	High	Medium	Low	Total
	High	6 (2.4)	5 (7.8)	4 (4.8)	15
Medium	8 (8.16)	25 (26.52)	18 (16.32)	51	
Low	4 (6.08)	26 (19.76)	8 (12.16)	38	
Fail	2 (3.36)	9 (19.92)	10 (6.72)	21	
Total		20	65	40	125

$df = 6, \chi^2 = 13.26$ (significant at 0.05 level)

It is revealed from the Table that the girls with highly educated mothers were showing high scholastic achievement and the students with uneducated or lowly educated mothers

were showing low scholastic achievement in the school. But the girls whose mothers were in between high and low educational status level, were showing average scholastic achievement in the school.

The chi square (13.26) obtained from the table found to be very significant at 0.05 level, which indicated a close and significant relationship between mothers' educational status and scholastic achievement of the girls.

4.17 FATHERS' EDUCATIONAL BACKGROUND AND SCHOLASTIC ACHIEVEMENT OF THE GIRLS

The table 4.17 analyzes the relationship between fathers' education and scholastic achievement of the girls by finding out chi square from the frequencies.

Table-4.17

Relationship between Fathers' Education and Scholastic Achievement of the Girls

(Figures under parenthesis indicate expected frequencies)

Scholastic Achievement	Category	High	Medium	Low	Total
	High	15 8.58	12 12.29	2 8.12	29
Medium	12 12.43	19 17.80	11 11.76	42	
Low	8 6.51	11 9.32	3 6.16	22	
Fail	2 9.47	11 13.56	19 8.96	32	
Total	37	53	35	125	

df = 6, $\chi^2 = 29.44$ (significant at 0.05 level)

From the table 4.17 it is evident that the girls whose fathers were highly qualified showed higher scholastic achievement and the girls whose fathers' educational qualification was low showed lower scholastic achievement in the school. The chi-square (29.44) obtained from the table were found to be very significant at 0.05 level. It indicated a close relationship between educational status of the fathers and scholastic achievement of the respondent girls.

Thus, it can be safely concluded that the parents' educational status plays a significant role in the scholastic achievement of the girls.

4.18 **THE VOCATIONS PREFERRED BY GIRLS**

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

Table-4.18**Vocations usually preferred by girls**

Areas	Vocation for girls	% of Girls	% of girls in each area
Aesthetic	Acting	10.0	35.0 (175)
	Film making	2.0	
	Modelling	10.0	
	Beautician	5.2	
	Drawing	2.4	
	Toy making	1.0	
	Photography	2.4	
	Interior Decoration	2.0	
Literary	Editor (Newspapers)	2.4	19.4 (97)
	Editor (Magazines)	2.6	
	Radio Announcer	1.8	
	Newsreader (Radio)	5.2	
	Newsreader (T.V.)	7.0	
	Advertising	4.0	
Textile & Designing	Designing cloth	6.4	12.8 (64)
	Fabrics	1.0	
	Batik Print	0.4	
	Cutting	4.0	
	Weaving	1.0	
Others	Pilot	2.4	30.8 (154)
	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	
Administrative	Naval Officer	0.2	2.0 (10)
	Demonstrator	0.2	
	Postal Service	0.4	
	Treasury Officer	0.2	
	Hotel Management	1.0	
Total			500

From the table it is revealed that vocations under Aesthetic area were preferred more than any other kind by the girls under study. These vocations were preferred by 35.0% of girls. The next area in which the girls were most interested was the Professional one. 30.8% girls preferred this area as their future vocations. The

Literary area was 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 vocation by the girls was Modelling (10.0%) and Acting (10.0%), while the least preferred vocation was Toy making (1.0%) of the total girls.

Under Literary area most preferred vocation was T.V. Newsreading (7.0%) and least preferred area was Advertising (0.4%).

Choreography, under other areas was the most preferred vocation by the girls (16.6%), while the least interested one was Sports Service (1.2%).

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

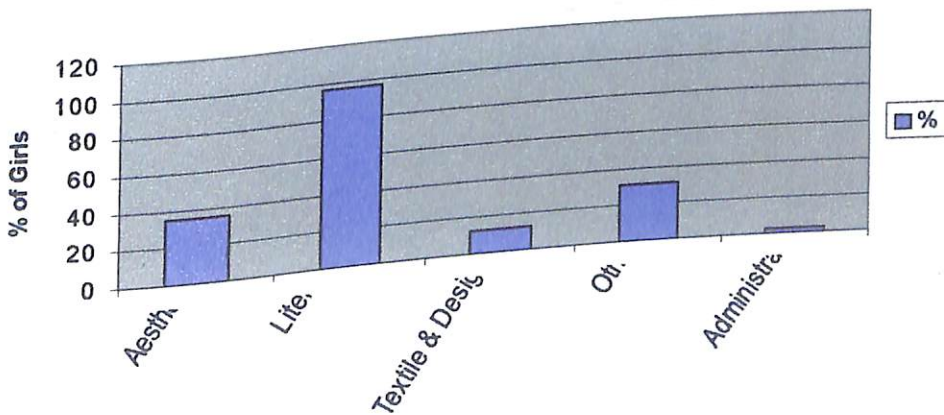


Fig. 4.18 shows the Percentage of Vocational Interest Areas.

The above fig-4.18 reveals that girls were generally interested in literary areas. The second widely opted interested areas were the aesthetic and other areas. On the other hand a least percentage of girls were interested in administrative areas.

CHAPTER - V

**DISCUSSION, FINDINGS AND
CONCLUSION**

CHAPTER – V

DISCUSSION, FINDINGS AND CONCLUSION

5.00 INTRODUCTION

The present study was carried out mainly to study the vocational interest 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 was 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.

5.01 DISCUSSION

In this chapter, an attempt was made to discuss the entire study which had already been reported in the previous chapter. This chapter included a discussion, findings and conclusion. An attempt had also been made in this chapter to provide some suggestion which might help in future reaserch works that may be undertaken by students.

5.01.1 Vocational Interest of the Girls :

The study revealed that as a future vocation, most of the girls were interested in Professional and Literary area. The girls showed below average interest in Scientific and Executive area. A good number of girls showed high interest in Commercial area. In the field of Artistic, Agriculture, Persuasive, Social and Household areas, most of the girls showed below average interest. The study revealed that girls had shown high interest in Commercial, Literary, Household areas whereas in Artistic and Social areas, girls showed lower interest.

In the analysis of the girl's general interest, it revealed that generally girls were interested in Aesthetic area. In terms of preference, the second vocational area was Professional area, and third vocational interest area for the girls was Literary area. The results of the findings of Bhatnagar (1983) also revealed that the girls had diversified occupational choices. No significant variation was noticed in case of vocational choices of the girl students in both the studies.

5.01.2 Level of Vocational Interest :

It was observed that there was a significant difference between urban and rural girls as far as their occupational aspiration was concerned. The urban girls aspired more for the highly prestigious occupations in comparison to rural girls. Bhatnagar (1983) found

that there was no significant difference amongst urban and semi-urban girls in their occupational choices and vocational interest. However, girls belonging to high-income group were found to have more similarity in their occupational choices and vocational interest. Dabir (1983) reported that vocational aspiration was essentially consistent with aptitudes. Different types of aptitudes significantly influence the aspiration regarding types of vocations. Kaur (1990) reported that urban students differed significantly from rural counterparts in their educational preferences and vocational aspirations while rural students found to be aspired for high academic degrees, the urban students aspired for high professional degree or a degree in science.

In this study, the difference was observed in the occupational aspirations of the rural and urban girls of secondary schools. It was also observed that socio-economic status of the parents in rural and urban areas were playing a great role in vocational aspirations of girls. Urban girls belonging to higher socio-economic status aspired for highly prestigious vocations than the rural girls, belonging to lower socio-economic status.

5.01.3 Socio-economic Status and Vocational Interest of the

Girls :

From the analysis in Chapter IV, it was clear that economic factor played a significant role in the vocational interest

of the girls. The study revealed that in high economic group, the most preferred vocational area was Aesthetic area, the second preferred vocational area was Professional area, followed by Commercial, Literary, Administrative, and Health and Paramedical areas. In case of medium economic group, most preferable vocational area was Commercial area. The other areas in order of preference were Aesthetic, Professional, Health and Paramedical and Administrative area. In low-income group, preferable vocational areas were Commercial, Literary, Aesthetic and Administrative area. Singha (1978) conducted a study and found that higher economic values and social values motivated the students for higher vocations. Interest for vocation in Artistic and Musical field was encouraged in the family environment. Dabir (1986) in his findings reported 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 subjects. The socio-economic status of boys as well as girls contributed most considerably to vocational aspiration. Socio-economic status of the parents most consistently associated with the levels of vocational aspiration and also scholastic achievement of the children. In this study, the socio-economic status of the students was considered as vital determinant for the girls' vocational aspiration and interest. So it was revealed that there was a significant relationship between socio-economic status and the vocational interest of the girls. In this study, it was also

found that the girls' socio-economic status influenced remarkably on choice of their vocations for future study.

Mayeske (1969) found that level of awareness and stimulation of the students were influenced by socio-economic status. Students belonging to higher economic group generally received information and assistance, whereas students from lower economic group depend mainly on the school for awareness and stimulation. It was found that girls from higher economic background had more information and they also were more aware about various vocations than the girls from lower economic background.

Sharma (1970) concluded that children of high social class origin were more likely to aspire for higher occupational goal and their scholastic achievement was also higher than the children of low class.

This study also revealed that there was a significant relationship between vocational interest of girls and socio-economic status of their parents.

5.01.4 Parental Guidance and Vocational Interest of the

Girls :

Coming to the parental guidance and vocational interest of the girls, it was found that most of the parents from rural areas

were in favour of developing interest in Aesthetic and Literary areas for their daughters. On the other hand, most of the parents from urban areas were in favour of developing interest in Commercial, Professional and Aesthetic areas for their daughters. Rural parents were not in favour of developing interest in Administrative areas, whereas the urban parents were not in favour of developing interest in Textile, Health & Paramedical areas. It was observed that students' performance was better when they were encouraged by the parents. In this comparative study of rural and urban parents, it was revealed that there was a significant difference between rural and urban parents as far as their girls' vocational interest is concerned.

5.01.5 Teachers' Guidance and Vocational Interest of the Girls :

A significant variation was noticed in case of the guidance of rural and urban teachers in creating vocational interest of the girls. In this study, it was found that most of the rural teachers desired that girls should develop interest in Aesthetic areas. They also desired that the girls should develop interest in Textile, Literary and Commercial areas. But they preferred least to develop interest in Professional, Health and Paramedical and Administrative areas for the girls. But most of the urban teachers preferred to develop interest in Commercial, Professional, Aesthetic and Literary areas for the

girls. They were not in favour of developing interest in Textile, Health and Paramedical areas for the girls. Artistic and Musical areas was encouraged in the schools and family environment. Goyal (1984) reported that teachers' attitude was significantly correlated to pupils' achievement. Dasgupta (1972) revealed that school guidance services needed more social acceptance and the attitude of the career masters, teachers and pupils towards teachers guidance services seemed to be quite satisfactory. In this study, it was found that though teachers' guidance was an essential factor for developing vocational interest and better performance of the students, yet most of the schools did not have trained skilled teachers for development of vocational interest. Lack of trained teachers for development of vocational skills was one of the major problems faced by most of the schools.

5.01.6 Scholastic Achievement and Vocational Interest of the Girls :

From the analysis of scholastic achievement and vocational interest of the girls, a relationship was observed between scholastic achievement and vocational interest of the girls. The girls from high scholastic achievement group were interested in Professional areas. The girls showing medium scholastic achievement were interested in Aesthetic areas. Girls showing low scholastic achievement were interested in Aesthetic and Textile areas. In the same way, girls showing high scholastic

achievement were least interested in Textile area, girls showing medium scholastic achievement were least interested in Administrative area, and the girls showing low scholastic achievement were not interested in Commercial, Literary and Health and Paramedical areas. In this study, a significant relationship was found between scholastic achievement and vocational interest of the girls. Shanthakumari (1973) reported that scholastic achievement had a relationship with vocational interest. Yadav (1979) found that intellectually brighter and economically better students went in Science and Commerce streams and poorer ones to Arts, and their vocational preferences were related with their courses of study. Hattwick and Stowell (1963) and, Sewell and Shaw (1968) reported that parental guidance and encouragement had an important bearing upon the school performance of the children. Vanarasi (1976) found the parental care was one of the determinant factors, which effected the scholastic achievement of the students.

Satradhar (1982) reported that fathers' education contributed maximum in the academic achievement of the children. Sharma (1986) found that the parents who had very high aspirations for education, job, income and social status, their children's aspiration also became higher. The students whose parents did not have high aspiration, job, income and social status, their children's aspiration also became low. So in this study it was

revealed that educational background of the parents remarkably affected the scholastic achievement of the girls.

It was found that the girls with highly educated mothers were showing high scholastic achievement and girls with uneducated or lowly educated mothers were showing low scholastic achievement in the schools. But the girls whose mothers were in between high and low educational status level were showing average scholastic achievement in the schools. The significant value of Chi Square had further confirmed that educational background of the mothers had a significant role playing in the scholastic achievement of their children.

It was revealed from the study that girls belonging to higher scholastic achievement group were generally interested in higher vocations and girls from lower achievement group were interested in vocations, which require lower intelligence. So, achievement motivated the students for selecting different types of vocations.

5.01.7 Choices of Vocation for Future Study :

Another factor, choices of vocation 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 the other hand, 30% of the girls chose a vocation due to interesting subject matter. A few girls (3.4%) mentioned self-dependence and economic security as some of the reasons for selecting a vocation. It was also noticed that most of the girls were eager to know about vocational information, as they wanted to select future vocation according to their own interest and capacities.

5.01.8 Level of Awareness about Vocation of Interest :

It was very interesting to note that the majority of the girl (96.2%) wanted to choose a vocation according to their interest. It was also found that most of the girls (70.6%) were aware about various vocations, but 29.4% of the girls did not have any first-hand information about it. From this study it was revealed that a major percentage of the girls were eager to know about the vocational

information, as they wanted to select their future vocation according to their interest and capacities. It was seen in this study that a very low percentage of the girls had connection from where they could get information for future vocation of interest.

5.01.9 Sources of Information and Inspiration about the Vocation of Interest :

The questionnaire used to collect information regarding the sources of information and inspiration about the vocation of interest revealed some interesting facts. The study revealed that the newspaper was the prime source of information regarding vocations of the girls. The second source of information of various vocation of interest for the girls was textbooks. Parents and teachers also played a significant role in giving information and inspiration to the girls. Media also played an important role for providing information about vocation of interest to the girls for future study. Hargrove Creagh and Burgess (2002) 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.

5.01.10 Facilities at Home and Vocational Interest of the Girls :

The study revealed that a good percentage of girls received facilities at home for development of vocational interest. 56.0% of the girls reported that these facilities were not sufficient for them to develop vocational interest. A few girls were worried for not having sufficient facilities at home to develop vocational interest. Kumar (1994) found that the students from highly qualified parents with available facilities at home had high educational aspiration than the students from the parents with moderate or low qualifications. In our study also, it was found that majority of the girls who had available facilities at home, also had high educational aspirations and also were aware about their future vocations.

5.01.11 Facilities at Schools and Vocational Interest of the Girls :

It was revealed from the study that in spite of facilities available for different vocational subjects such as Music, Dance,

Acting, Sports, Handicraft, Drawing, Computer, N.C.C. etc., most of the schools offered only Music and Sports as vocational subjects in school level. Only a few schools provided other facilities along with above-mentioned two facilities. Majority of the girls opined that they got inspired by their teachers in developing a preference for choosing their future streams of study. The functions like school-week also help them in developing interest in different vocational areas.

Majority of the teachers remarked that it was necessary to help the girls to develop interest in them to choose a particular vocational area. They also advocated for including different co-curricular activities for the girls. They also opined a separate period for extra - curricular activities should be incorporated in school routine. The teachers opined that they should encourage the girls in participating various extra-curricular activities. But it was found that in majority of the schools, special training facilities were not available for the teachers who were involved in teaching extra-curricular activities. All the teachers opined guidance services was most important for development of vocational interest for the girls. Teachers have also remarked that parents-teachers association was necessary for vocational development of the girls but it was revealed that most of the schools (78.4%) did not have any Parent-Teacher Association. All the teachers opined that co-curricular activities were important for the all-round development of the girls, as it

helps in developing right attitudes, self-esteem and economic independency of the girls. The schools should take initiative for development of vocational interest of the girls through different co-curricular activities.

But the study revealed that the teachers had faced a number of problems in taking proper steps to help the girls in developing vocational interest in them. The major problems were - lack of training facilities, lack of necessary vocational tools, lack of interest of the parents and guardians, lack of separate room for co-curricular activities, financial and maintenance problems etc, though the girls were in need of vocational guidance but the school did not have trained teachers for providing guidance to the students.

5.01.12 Caste and Vocational Interest 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 was 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 vocational interest of the girls.

Konwar, (2004) found that the academic achievement in the annual examination of the schedule caste students was very low. It was also acknowledged that parents guidance at home were very important for the children for academic achievement. Padung, 2003 found that schedule tribal students discontinue their education due to their parents economic condition. Those who have no fixed income they were interested in engaged in business, animal rearing and small industry etc.

5.01.13 Parents' Expectation regarding their Daughters' Education :

It was revealed that all the parents wanted their daughters to be educated. Majority of the parents preferred that their daughters should study up to first-degree level. 32.8% of the parents preferred that their daughters should study up to H. S. level, while 16% parents preferred that their daughters should be educated up to H. S. L. C. level. Only 9.6% of the parents in favour of educating their

daughters up to post-graduate level. But no parents were in favour of educating their daughters after Post-Graduate level.

5.01.14 Parents opinions about their Daughters' Choice for selecting the stream of study :

From the analysis it was revealed that majority of the parents (52.8%) wanted to give freedom to their daughters for selecting the stream for future study. 47.2% parents selected the courses for their daughters' future study by themselves. A good number of parents wanted their daughters should learn something extra besides general education. On the other hand, 61.6% parents wanted their daughters to become economically independent. 83.2% parents did not have any objection if their daughters become economically independent. Most of the parents faced financial problems in continuing their daughters' education for future study.

5.01.15 Parents' Preference Regarding Extra-Curricular activities to be Carried out by their Daughters in schools :

In case of the extra-curricular activities, it was revealed that most of the parents considered Music as most appropriate extra-curricular activities for the girls in schools. Some of the parents opted for Acting, and a very low percentage of parents preferred Dance, Sports and Handicraft etc. as extra-curricular activities for their daughters. Mouji (1983) in his findings reported

that most of the schools faced financial problems and difficulties in running the extra activities. Mantra (1973) while studying the problem of secondary schools found that many schools worked under considerable financial crisis, so they could not provide vocational subjects and proper facilities for the students. Financial problem was the major problem, which affected the school in providing vocational facilities for the students.

5.01.16 Vocations Usually Preferred by the Girls :

It was found from the study that presently girls were interested in vocations like - modelling, acting, T.V. news reader, advertising etc. Choreography and hotel management were also one of the vocation which was preferred by present day girls.

5.02 FINDINGS

The Major findings were given under the following sub-headings :

5.02.1 Vocational Interest of the Girls :

1. In the Literary area, 16.4% showed high interest, 19.4% showed average interest and 29.8% of the girls showed low interest.

2. In Scientific area, as many as 176 (35.2%) girls out of 500 showed below average interest. Only 48 girls out of the sampled girls showed high interest in this area. So, Scientific area was an area which attracted the least number of girls as a future vocation.
3. In the Executive area, most of the girls showed low interest. As many as 138 girls (27.6%) out of 500 sampled girls showed low interest in this area. In the same way, 106 girls (21.2%) showed average interest out of the sampled girls and 10.4% showed high interest in this area.
4. In Commercial area, most of the girls showed above average interest. 116 girls (23.2%) out of 500 sample girls showed above average interest in commercial area, while 100 girls (20%) showed high interest.
5. In Constructive area, 28.8% girls showed below average interest, 27.2% showed low interest, and only 12% showed high interest.
6. In Artistic area, 36% girls showed low interest, whereas 16.4% showed average interest and only 9.4% showed high interest. Out of the 500 sample girls, only 47 girls showed interest in this area. So, we may say that girls were least interested in this area.
7. In the Agriculture area, 36% of the girls showed low interest, 22.2% showed below average interest, and 15.4% belonged

to the category of high interest. It reflected that only 68 girls out of the 500 sampled girls showed high interest in agricultural area. This area was not preferred by the girls.

8. In Persuasive, Social and Household areas most of the girls showed low interest. 20.8% (104) showed low interest in persuasive area, 31% (155) showed low interest in social area, 26.4% (132) showed low interest in household area. Out of the sampled girls, only 52 girls were interested in Persuasive and Social area, and 77 girls showed high interest Household area. So, these areas were least interest areas for the girls.

5.02.2 Vocational Aspirations of the Girls :

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

5.02.3 **Socio-economic Status and Vocational Interest of the**

Girls :

1. Girls from high economic status group were interested in Aesthetic, Professional, Commercial and Literary areas.
2. Girls belonged to medium economic status group were interested in Commercial, Aesthetic, Professional, Health and Paramedical and Administrative areas.
3. In lower economic status group. Girls were interested in Textile, Commercial, Literary and Aesthetic areas
4. Girls from high economic status group are least interested in Administrative and Health and Paramedical areas.
5. Girls from medium economic status group were least interested in Textile and Literary areas.
6. Girls from low economic status group were least interested in Professional, Administrative and Health and Paramedical areas.
7. There was a significant relationship between Socio-economic status of the parents and vocational interest of the girls.

5.02.4 **Parental Guidance and Vocational Interest of the**

Girls :

1. Most of the parents from rural areas were 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 areas were in favour of developing interest in Commercial (27.0%), Professional (22.3%) and Aesthetic (13.8%) area for their daughters.
3. Rural parents were not in favour of developing interest in Administrative areas.
4. Urban parents were not in favour of developing interest in Textile and Health & Paramedical areas.
5. Parental guidance influenced the vocational interest of the girls.

5.02.5 Teachers' Guidance and Vocational Interest of the Girls :

1. Teachers from rural areas preferred to help in developing interest in Aesthetic (28.5%), Textile (19.4%) and Literary (14.28%) areas for the girls.
2. Urban teachers preferred to help in developing interest in Commercial (28.3%), Professional (22.64%) and Aesthetic (15.09%) areas for the girls.
3. Rural teachers were not in favour of developing interest in Professional, Health & Paramedical and Administrative areas for the girls.
4. Urban teachers did not prefer to develop interest in Textile and Health & Paramedical area for the girls.

5. Teachers' guidance influenced in developing vocational interest of the girls.

5.02.6 **Scholastic Achievement and Vocational Interest of the Girls :**

1. 33.3% of the girls from high scholastic achievement group were interested in Professional areas.
2. 42% of the girls showing medium scholastic achievement were interested in Aesthetic areas.
3. Girls, showing low scholastic achievement were interested in Aesthetic (31.25%) and Textile (25%) areas.
4. Girls (3.7%) showing high scholastic achievement were least interested in Textile area.
5. Girls (2.0%) showing medium scholastic achievement were least interested in Administrative area.
6. Girls showing low scholastic achievement were least interested in Commercial, Literary and Health & Paramedical areas.
7. There was a significant relationship between scholastic achievement and vocational interest of the girls.

5.02.7 **Reasons for selection of a Vocation :**

1. 56% of the girls opted to choose a vocation for higher prospect of getting jobs.
2. Only 3.4% girls opted to choose a vocation for self-dependent and economic security.

3. 30% of the girls preferred a vocation due to interesting subject matter.
4. As many as 96.2% of the girls preferred that their vocation should be according to their own interest.
5. Most of the girls were eager to know about vocational information as they wanted to select future vocation according to their own interest and capacities.

5.02.8 Sources of Information :

1. For most of the girls, newspaper was the prime source of getting information about various vocations.
2. Only 34% of the girls keep connection with other institutions for getting information about their vocation of interest.
3. 66% of the girls did not have any kind of knowledge about the vocation of their interest.

5.02.9 Sources of Inspiration :

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

5.02.10 **Facilities at Home :**

1. 67.2% of the girls had sufficient facilities at home for the development of their vocational interest.
2. 32.8% of the girls did not have sufficient facilities at home for the development of their vocational interest.

5.02.11 **Facilities at School :**

1. Majority of the girls had facilities at school for development of their vocational interest.
2. In school, mostly music and sports were offered as extra-curricular activities.
3. Most of the teachers (82.8%) were interested to include different vocational subjects at school level to develop vocational interest of the girls.
4. Lack of counsellors for development of vocational skills through extra-curricular activities was one of the major problem faced by most of the school.
5. Most of the schools (76%) did not have trained skilled teachers for development of vocational interest.
6. No school had trained counsellors for the guidance of the girls students in developing interest in different vocational areas

5.02.12 Vocational Interest and Caste of the Students :

1. Girls belonging to general category were 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 had higher interest in Professional, Commercial, Literary, Aesthetic and Health & Paramedical areas, but they were least interested in Textile and other areas.
3. Girls from SC and ST category were showing interest in Textile & Designing, Aesthetic, Health & Paramedical and Literary areas. But they were least interested in Commercial and Administrative area
4. There was a positive relationship between vocation interest of the girls and caste of the student.

5.02.13 Vocational Interest of the Girls and Educational Background of the Parents :

1. Girls from highly educated father showing interest in different vocation in descending order were Professional (33.3%), Commercial (33.3%) and Administrative (13.3%). But they were least interested in Aesthetic (6.6%), Literary (6.6%), Health & Paramedical (6.6%) areas.

2. The girls whose father belonging to medium education group were interested in vocations like Professional (33.3%), Commercial (20.0%), Aesthetic (13.3%), Health & Paramedical (10.6%). But they were least interested in Literary (8.0%) and Textile (4.0%) areas.
3. Girls belonging to the fathers of low education group, were interested in Textile (28.5%), Commercial (17.14%), Aesthetic (14.2%). But they were least interested in Professional (5.7%), Administrative (5.7%). So, there was a relationship between fathers' education and vocational interest of the girls.
4. Girls whose mothers were highly educated, were showing interest in Professional (33.3%), Aesthetic, Literary, Administrative, Health & Paramedical (16.6% each) areas. But they were least interested in Textile and Commercial area.
5. Girls from medium education group, are showing interest in Aesthetic (22.05%), Professional (14.7%), Literary (11.7%), Health & Paramedical (11.7%). But they were least interested in Textile (5.81%) areas.
6. The girls whose mothers belonging to low education group, were showing interest in Textile (23.5%), Commercial (19.6%), Aesthetic (15.6%), Literary (11.76%) areas. But they were least interested in Professional (4.8%) and Administrative (1.96%) areas.

5.02.14 Parents' choice of courses for their daughters' future study :

1. 33.6% of the parents preferred Arts stream for their daughters' future study.
2. 29.6% of the parents preferred Vocational and Technical courses for their daughters.
3. 20.8% of the parents preferred Commerce stream and only 16% parents preferred Science stream as a course for their daughters' future study.

5.02.15 Parents' opinion about their daughters' future and facilities :

1. 52.8% of the parents wanted to give freedom to their daughters for selecting the stream for future study.
2. 47.2% of the parents did not let their daughters free to select the courses for future study.
3. 77.6% of the parents wanted their daughters should learn something extra beside general education.
4. 61.6% of the parents wanted their daughters to become economically independent.
5. 38.4% of the parents did not want their daughters to be economically independent.
6. 72.2% of the parents preferred special vocational course for their daughters.

7. 83.6% of the parents had no objection in becoming their daughters economically independent.
8. 52.8% of the parents faced financial problems in continuing their daughters' education for future study.

5.02.16 **Extra-curricular activities preferred by the parents :**

1. 36% of the parents preferred Music as extra-curricular activity for their daughters
2. 20% of the parents preferred Literary activities for their daughters.
3. 15.2% of the parents opted Acting as extra activity for their daughters
4. 8.8% of the parents preferred Dance, 4.8% parents preferred Sports and 5.6% of the parents preferred Handicraft as an extra activity in the school curriculum.

5.02.17 **Parents' Education and Vocational Interest of the Girls**

1. Aesthetic area was the most preferable area for the daughters of the parents of any educational background.
2. Girls whose parents were highly qualified, showed interest in Aesthetic, Literary and Professional areas.
3. Girls from the parents having no higher education showed interest in Knitting, Cutting, Toy-making, Saleswomen etc.

4. Girls from the parents of higher education showed interest in the vocations like Lawyer, Doctor, Engineer, Professor, Civil Services, TV Anchor, Modelling etc.
5. The distribution of the vocational interest showed no clear indication of the type of relationship between parents' education and vocational interest of the girls.

5.02.18 **Parents' Income and Vocational Interest of the Girls :**

1. Girls from all economic groups showed interest in vocation under Aesthetic and Professional areas.
2. Music and Dance were the particular vocation of interest of the girls of all economic groups.
3. All economic groups preferred the vocation of Lawyer under Professional area.
4. Girls from the parents of Average Income Group were showing interest in vocations under Textile & Designing, Health & Paramedical and other areas.
5. Girls from Higher Income Group showed interest in vocation like Police Officer, Civil Services, Naval Officer, Hotel Management etc. under Administrative area.
6. No girls from Lower Income Group showed interest in vocation (except School Teacher and Lawyer) which require higher intellectual abilities.

5.03 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 areas 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 vocations and the social values of various vocations.
3. The teacher in-charge of any activity should try to know the vocational interest 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. Besides text books, special books such as science magazines, literary books, journal etc. should be provided for their daughters.
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 vocational interest of the girls.
9. Arrangements should be made for organizing seminars, conferences, occupational lectures through pictures, filmstrips and audio-visual aides for developing vocational interest of the girls.
10. Steps should be taken by the authorities that no girl is debarred from entering the vocation of their interest due to economic reasons.
11. Since co-curricular activities can play a very important role in developing vocational interest of the adolescent girls, therefore, every parent should appreciate their daughters to participate in co-curricular activities.
12. Women empowerment is the prime factor to develop vocational interest of the girls.

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

5.04 **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 vocational interest of the boys also.

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

5.05 **CONCLUSION**

For the development of vocational skills different vocations offer, different types of benefits and advantages. But lack of awarness about different vocations is one of the major problem of the girls and their parents. Although vocational education of women increasing day-by-day, yet more participation of women and Government's efforts is necessary for improving the overall vocational atmosphere for the girls. The attitude of the society and the Government's willingness is necessary for the development of vocational interest 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 vocational development of the girls of secondary school level.

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APPENDICES



Appendix - I



Dr. S.P. Kulshrestha
Department of Education
D.A.V.College, Dehradun

Consumable Booklet
of
V I R

T.M. No. 458715

Please fill in the following

Name

Age Sex Class

Name of the School

Occupation of Father Monthly Income

Rural / Urban Date

INSTRUCTIONS

1. The main objective of this inventory is to know your vocational interest so that you can be guided for your vocation.

2. Two vocations are mentioned in each box of this inventory. You can mention your choice from the two vocations given in each box, keeping in view their salary, prestige and future. You have to mark your vocational choice in the following way :

a) if you like first vocation of the box, then make a tick mark (✓) against No.1 in the box e.g

b) if you like second vocation of the box, then make a tick mark (✓) against No.2 in the box e.g

c) if you like both vocations of the box, then make a tick mark (✓) against both the Nos.1 & 2 in the box e.g

d) if you dislike both vocations of the box, then make a cross mark (X) against both the Nos.1 & 2 e.g

In this way you have to mark your like/dislike regarding the vocation of each box and have to leave no box blank. If you have any doubt in this respect, please ask.

3. Though there is no time-limit for this inventory even then answer quickly. Usually 7 to 10 minutes are required to complete this.

4. After marking your vocational choice every box return this inventory record.
Now open the page and start you work !

Journalist 2 ✓ 1 Scientist

Judge 2 1 Teacher

Doctor 2 1 Lawyer

Layer 2 1 Doctor

364926

Estd. 1971

NATIONAL PSYCHOLOGICAL CORPORATION
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Vocational Interest Record

বৃত্তিমূলক আগ্রহৰ বৃত্তান্ত

	L 1	SC 1	E 1	C 1	CO 1
L 2	<input type="checkbox"/> 1 Magazine Editor <input type="checkbox"/> আলোচনী সম্পাদক Historian 2 <input type="checkbox"/> বুৰঞ্জীবিদ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Scientist <input type="checkbox"/> 1 বৈজ্ঞানিক Poet 2 <input type="checkbox"/> কবি 2 <input type="checkbox"/>	<input type="checkbox"/> 1 City Magistrate <input type="checkbox"/> নগৰ বিচাৰক Novellist 2 <input type="checkbox"/> উপন্যাসিক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Typist <input type="checkbox"/> 1 টাইপিষ্ট Script Translator 2 <input type="checkbox"/> লেখা অনুবাদক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Paper-flower Maker <input type="checkbox"/> কাগল ফুল প্ৰস্তুত কৰোতা Anthologist 2 <input type="checkbox"/> ছূ-তত্ত্ববিদ 2 <input type="checkbox"/>
SC 2	<input type="checkbox"/> 1 Language Translator <input type="checkbox"/> 1 ভাষা অনুবাদক Mechanical Engineer 2 <input type="checkbox"/> কাৰিকৰী অভিযন্তা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Doctor <input type="checkbox"/> 1 চিকিৎসক Chemical Engineer 2 <input type="checkbox"/> বাসায়নিক অভিযন্তা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Judge <input type="checkbox"/> 1 ন্যায়বীণ Veterinary Doctor 2 <input type="checkbox"/> পশু চিকিৎসক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Private Secretary <input type="checkbox"/> 1 ব্যক্তিগত সচিব Vaccinator 2 <input type="checkbox"/> বেজী দিওতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Ironsmith <input type="checkbox"/> 1 কৰ্মাৰ Chemist 2 <input type="checkbox"/> বাসায়নবিদ 2 <input type="checkbox"/>
E 2	<input type="checkbox"/> 1 Reviewer <input type="checkbox"/> 1 পৰীক্ষক Industry Manager 2 <input type="checkbox"/> উদ্যোগ পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Civil Engineer <input type="checkbox"/> 1 অসামৰিক অভিযন্তা Honorary Magistrate 2 <input type="checkbox"/> অৰৈতনিক বিচাৰক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Police Superintendent <input type="checkbox"/> 1 পুলিচ অধীক্ষক Army Officer 2 <input type="checkbox"/> সৈনিক বিষয়া 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Shop-keeper <input type="checkbox"/> 1 দোকানী Crew Captain 2 <input type="checkbox"/> নাবিক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Workshop Foreman <input type="checkbox"/> 1 কাৰখানাৰ কৰ্মচাৰী Deputy Collector 2 <input type="checkbox"/> প্ৰতিনিধি সংগ্ৰহ কৰোতা উপায়ুক্ত 2 <input type="checkbox"/>
C 2	<input type="checkbox"/> 1 Journalist <input type="checkbox"/> 1 সাংবাদিক Steno 2 <input type="checkbox"/> সাংকেতিক লিখন 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Health Officer <input type="checkbox"/> 1 স্বাস্থ্য কিয়মা Proof-reader 2 <input type="checkbox"/> প্ৰমাণ চাৰ্ভীতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Hotel Manager <input type="checkbox"/> 1 হোটেল পৰিচালক Draftsman 2 <input type="checkbox"/> নক্সাকাৰী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Company Accountant <input type="checkbox"/> 1 কোম্পানী হিচাপ বন্ধক Income-Tax Officer 2 <input type="checkbox"/> আৰুৰ বিষয়া 2 <input type="checkbox"/>	<input type="checkbox"/> 1 White-washman <input type="checkbox"/> 1 বং কৰোতা Type Instructor 2 <input type="checkbox"/> মুদ্ৰক শিক্ষক 2 <input type="checkbox"/>
CO 2	<input type="checkbox"/> 1 Poet <input type="checkbox"/> 1 কবি Wooden Toy Maker 2 <input type="checkbox"/> কাঠৰ পুতলা নিৰ্মাণ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Compounder <input type="checkbox"/> 1 ঔষধ নিৰ্দ্ৰেতা Spinner 2 <input type="checkbox"/> সূতা কাটোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Governor <input type="checkbox"/> 1 ৰাজ্যপাল Welder 2 <input type="checkbox"/> বেলদাৰ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Ticket-collector <input type="checkbox"/> 1 টিকেট সংগ্ৰহকাৰী Goldsmith 2 <input type="checkbox"/> সোণকাৰী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Radio Mechanic <input type="checkbox"/> 1 বেডিয়' মেকানিক Carpenter 2 <input type="checkbox"/> কাঠ যিঞ্জী 2 <input type="checkbox"/>
A 2	<input type="checkbox"/> 1 Literary Writer <input type="checkbox"/> 1 সাহিত্যিক Singer 2 <input type="checkbox"/> গায়ক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Astrologer <input type="checkbox"/> 1 জ্যোতিষী Radio Singer 2 <input type="checkbox"/> অনাতাৰ গায়ক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 School Inspector <input type="checkbox"/> 1 বিদ্যালয় পৰিদৰ্শক Manufacturer of Musical Instruments 2 <input type="checkbox"/> বাদ্যযন্ত্ৰ প্ৰস্তুত কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Accountant <input type="checkbox"/> 1 হিচাপ বন্ধক Flute-player 2 <input type="checkbox"/> ফ্লাই বাদক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Dyer <input type="checkbox"/> 1 কাপোৰ বিক্ৰী কৰোতা Music Director 2 <input type="checkbox"/> সঙ্গীত পৰিচালক 2 <input type="checkbox"/>
AG 2	<input type="checkbox"/> 1 Linguist <input type="checkbox"/> 1 ভাষাবিদ Agro-teacher 2 <input type="checkbox"/> কৃষি শিক্ষক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Atomic Scientist <input type="checkbox"/> 1 পাবমানবিক বিজ্ঞানী Nursery-preparer 2 <input type="checkbox"/> উদ্যান নিৰ্মাণ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Education Director <input type="checkbox"/> 1 শিক্ষা পৰিচালক Manure Manufacturer 2 <input type="checkbox"/> সৰ প্ৰস্তুত কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Shorthand Teacher <input type="checkbox"/> 1 সাংকেতিক শিক্ষক Irrigator 2 <input type="checkbox"/> জনসিঞ্চক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Teacher of Creative arts <input type="checkbox"/> 1 সৃষ্টিমূলক কলাৰ শিক্ষক Breeder 2 <input type="checkbox"/> উৎপাদক 2 <input type="checkbox"/>
P 2	<input type="checkbox"/> 1 Dramatist <input type="checkbox"/> 1 নাট্যকাৰ Advertisement Manager 2 <input type="checkbox"/> প্ৰদৰ্শনী পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Medical Representative <input type="checkbox"/> 1 চিকিৎসা প্ৰতিনিধি Publicist 2 <input type="checkbox"/> প্ৰকাশক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 District Magistrate <input type="checkbox"/> 1 জিলা দণ্ডাধীশ Election Contestant 2 <input type="checkbox"/> নিৰ্বাচন প্ৰতিদ্বন্দী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Commerce Teacher <input type="checkbox"/> 1 বাণিজ্য শিক্ষক Social Reformer 2 <input type="checkbox"/> সামাজিক পৰিবৰ্তক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Book-binder <input type="checkbox"/> 1 কিতাপ প্ৰস্তুতকাৰী Insurance Officer 2 <input type="checkbox"/> বীমা বিষয়া 2 <input type="checkbox"/>
S 2	<input type="checkbox"/> 1 Epic Writer <input type="checkbox"/> 1 কাব্য লিখক Doctor Serving Free 2 <input type="checkbox"/> বিনামূলীয়া চিকিৎসা সেৱা বিনামূলীয়া চিকিৎসা সেৱা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Botanist <input type="checkbox"/> 1 জীৱ বিজ্ঞানী Philanthropist 2 <input type="checkbox"/> উন্নয়নমূলক কাৰ্যৰ বাবে দান কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Principal <input type="checkbox"/> 1 অধ্যক্ষ Social Worker 2 <input type="checkbox"/> সমাজ সেৱক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Lodger Keeper <input type="checkbox"/> 1 খতিয়ান নথ্য ব্যক্তি Patron of Poor Pupils 2 <input type="checkbox"/> দুখীয়া ছাত্ৰ-ছাত্ৰী সহায় কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Washerman <input type="checkbox"/> 1 ধোৱী Volunteer 2 <input type="checkbox"/> সেৱাসেৱক 2 <input type="checkbox"/>
H 2	<input type="checkbox"/> 1 Language Teacher <input type="checkbox"/> 1 ভাষা শিক্ষক Expert in Cooking 2 <input type="checkbox"/> ৰন্ধন বিশেষজ্ঞ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Science Teacher <input type="checkbox"/> 1 বিজ্ঞান শিক্ষক Embroider 2 <input type="checkbox"/> ফুল বাটোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Tehsildar <input type="checkbox"/> 1 তহশীলদাৰ Tailor 2 <input type="checkbox"/> বৰ্জী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Treasurer <input type="checkbox"/> 1 সঞ্চিত ধন সংৰক্ষক (ট্ৰেজাৰাৰ) Scholar of Home Science 2 <input type="checkbox"/> গাৰ্হ বিজ্ঞানৰ গৱেষক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Workshop Mechanic <input type="checkbox"/> 1 কাৰখানাৰ কৌশলকাৰী Nursing Enthusiast 2 <input type="checkbox"/> ঔষধকাৰী লোক 2 <input type="checkbox"/>
	Total L 1 = মুঠ L 1 =	Total SC 1 = মুঠ SC 1 =	Total E 1 = মুঠ E 1 =	Total C 1 = মুঠ C 1 =	Total CO 1 = মুঠ CO 1 =

Vocational Interest Record

বৃত্তিমূলক আগ্রহ বৃত্তান্ত
(Contd.)

A 1	AG 1	P 1	S 1	H 1	
<input type="checkbox"/> 1 Musician <input type="checkbox"/> সংগীতজ্ঞ Literature Researcher 2 <input type="checkbox"/> সাহিত্য গবেষক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Gardener <input type="checkbox"/> বাগীচী Drama Adjudicator 2 <input type="checkbox"/> নাট্য বিচারক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Ambassador <input type="checkbox"/> রাষ্ট্রদূত Litorary Writer 2 <input type="checkbox"/> সাহিত্যিক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Scout <input type="checkbox"/> স্কাউট Story Writer 2 <input type="checkbox"/> গল্পকাব্য 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Home-Science Teacher <input type="checkbox"/> গৃহবিজ্ঞান শিক্ষক Critic 2 <input type="checkbox"/> সমালোচক 2 <input type="checkbox"/>	Total L 2 = মুঠ L 2 =
<input type="checkbox"/> 1 Painter <input type="checkbox"/> বং কবোতা Surgeon 2 <input type="checkbox"/> শৈল্যা চিকিৎসক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Farmer <input type="checkbox"/> খেতিয়ক Oversoer 2 <input type="checkbox"/> কর্ম পর্যবেক্ষক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Advocate <input type="checkbox"/> উকীল Chemical Manufactur 2 <input type="checkbox"/> বাসায়নিক মাৰ প্ৰস্তুত কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Village Level Worker <input type="checkbox"/> গ্রাম স্তৰক Scientific Apparatus Manufactur 2 <input type="checkbox"/> বৈজ্ঞানিক যন্ত্ৰপাতি নিৰ্মাতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Home Manager <input type="checkbox"/> পৃথিগী / গৃহ পৰিচালক Electrical Engineer 2 <input type="checkbox"/> বৈদ্যুতিক অভিযন্তা 2 <input type="checkbox"/>	Total SC 2 = মুঠ SC 2 =
<input type="checkbox"/> 1 Cartoonist <input type="checkbox"/> কাৰ্টুনিষ্ট Probation Officer 2 <input type="checkbox"/> শাস্তিৰক্ষা প্ৰমাণ বিমুখ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Animal Husbandar <input type="checkbox"/> পশু পালক President 2 <input type="checkbox"/> সভাপতি 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Insurance Agent <input type="checkbox"/> বীমা প্ৰতিনিধি Lt. Governor 2 <input type="checkbox"/> ৰাজ্যপাল 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Social Reformer <input type="checkbox"/> সমাজ পৰিৱৰ্তক Hospital Superintendent 2 <input type="checkbox"/> চিকিৎসালয় পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Maker of Home Budget <input type="checkbox"/> ঘৰৰ বাজেট তৈয়াৰ কৰোতা Mayor of Corporation 2 <input type="checkbox"/> নিগমৰ মেয়ৰ 2 <input type="checkbox"/>	Total E 2 = মুঠ E 2 =
<input type="checkbox"/> 1 Teacher of Fine Arts <input type="checkbox"/> সুক্ষ্ম কলা শিক্ষক Business Agent 2 <input type="checkbox"/> ব্যৱসায় প্ৰতিনিধি 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Agriculture Inspector <input type="checkbox"/> কৃষি পৰিদৰ্শক Salesman 2 <input type="checkbox"/> বিক্ৰেতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Politician <input type="checkbox"/> ৰাজনীতিজ্ঞ Cash-book Writer 2 <input type="checkbox"/> লিখক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Red-Cross worker <input type="checkbox"/> ৰেড ক্ৰছ কৰ্মী Business Manager 2 <input type="checkbox"/> ব্যৱসায় পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Teacher of Art and Crafts <input type="checkbox"/> কলাশিল্প শিক্ষক Steno-lypist 2 <input type="checkbox"/> সাংকেতিক / মুদ্ৰক 2 <input type="checkbox"/>	Total C 2 = মুঠ C 2 =
<input type="checkbox"/> 1 Painter <input type="checkbox"/> বং কবোতা Watch Mechanic 2 <input type="checkbox"/> ঘড়ী মেকানিক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Seedstore Officer <input type="checkbox"/> বীজ সংৰক্ষক বিষয়া Knitter 2 <input type="checkbox"/> উপ চৌৱাতি 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Religious Proacher <input type="checkbox"/> ধৰ্ম প্ৰচাৰক Book Binder 2 <input type="checkbox"/> পাঠ্যপুথি বান্ধোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Famino Rellivar <input type="checkbox"/> দুৰ্ভিক্ষ সহায়কাৰী Small-Scala Unit Manufactur 2 <input type="checkbox"/> খুহ উদ্যোগ পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Home Decorator <input type="checkbox"/> গৃহ শোভাৰক্ষনকাৰী Potter 2 <input type="checkbox"/> কুম্ভাৰ 2 <input type="checkbox"/>	Total CO 2 = মুঠ CO 2 =
<input type="checkbox"/> 1 Photographer <input type="checkbox"/> ফটোগ্ৰাফাৰ Film Artist 2 <input type="checkbox"/> চিনেমা শিল্পী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Soil Specialist <input type="checkbox"/> মাটি বিশেষজ্ঞ Fashion Designor 2 <input type="checkbox"/> ফেচন ডিজাইনাৰ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Village Sarpanch <input type="checkbox"/> গাওঁ মুতা Stage Director 2 <input type="checkbox"/> মঞ্চ পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Patron of Dumb and Deaf <input type="checkbox"/> বোবা-কলা ৰাজি সহায়কাৰী Artist 2 <input type="checkbox"/> শিল্পী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Caretaker of Children <input type="checkbox"/> শিশুৰ তত্ত্বাবধায়ক Art Critic 2 <input type="checkbox"/> কলা সমালোচক 2 <input type="checkbox"/>	Total A 2 = মুঠ A 2 =
<input type="checkbox"/> 1 Dancer <input type="checkbox"/> নৃত্য শিল্পী Veterinary Doctor 2 <input type="checkbox"/> পশু চিকিৎসক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Manure Specialist <input type="checkbox"/> সাৰ বিশেষজ্ঞ Horticulturist 2 <input type="checkbox"/> উদ্যান বিশেষজ্ঞ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Teacher <input type="checkbox"/> শিক্ষক Agriculture Student 2 <input type="checkbox"/> কৃষি বিজ্ঞানৰ ছাত্ৰ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 First Aid Doctor <input type="checkbox"/> প্ৰাথমিক সাহায্য প্ৰদানকাৰী চিকিৎসক Dairyman 2 <input type="checkbox"/> গাভীৰ বিক্ৰেতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Manufacturer of Marmalades Worker of Agriculture <input type="checkbox"/> কৃষিৰত মাৰী প্ৰস্তুত কৰোতা Cooperative Society 2 <input type="checkbox"/> গৌৰ সমাজ 2 <input type="checkbox"/>	Total AG 2 = মুঠ AG 2 =
<input type="checkbox"/> 1 Sculpturist <input type="checkbox"/> ধাতুৰ ওপৰত নম্ৰা তৈয়াৰ কৰোতা/খনিৰ Advertisment Writer 2 <input type="checkbox"/> বিজ্ঞাপন লিখোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Agro- researcher <input type="checkbox"/> কৃষি গৱেষক Order Booker 2 <input type="checkbox"/> আদেশ লিখোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Tourist Guide <input type="checkbox"/> ভ্ৰমণকাৰী পথ প্ৰদৰ্শক Vocational Counsellor 2 <input type="checkbox"/> বৃত্তিমূলক পৰামৰ্শদাতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Welfare Committoe Worker <input type="checkbox"/> সমাজ কৰ্মী Politician Lecturor 2 <input type="checkbox"/> ৰাজনৈতিক বক্তা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Nurse <input type="checkbox"/> নাৰ্চ Innovative Ideas Publicist 2 <input type="checkbox"/> নতুন আদৰ্শ প্ৰকাশক 2 <input type="checkbox"/>	Total P 2 = মুঠ P 2 =
<input type="checkbox"/> 1 Play back Singer <input type="checkbox"/> কথাহাবি গায়ক Guide 2 <input type="checkbox"/> পথ নিৰ্দেশক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Tractor Driver <input type="checkbox"/> ট্ৰেক্টৰ চালক Soldier 2 <input type="checkbox"/> সৈনিক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Contractor <input type="checkbox"/> কনট্ৰেক্টৰ / ঠিকাদাৰ Philanthropist 2 <input type="checkbox"/> উন্নয়নমূলক কামৰ বাবে দান কৰোতা 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Free Medicine Distributor <input type="checkbox"/> মুক্ত ঔষধ বিতৰণ কৰোতা Volunteer 2 <input type="checkbox"/> স্বেচ্ছাসেৱক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Home-Science Researcher <input type="checkbox"/> গৃহবিজ্ঞান গৱেষক Servant 2 <input type="checkbox"/> লগুৱা 2 <input type="checkbox"/>	Total S 2 = মুঠ S 2 =
<input type="checkbox"/> 1 Art Centre Director <input type="checkbox"/> শিল্পকেন্দ্ৰ নিৰ্দেশক Dancer 2 <input type="checkbox"/> নৃত্য শিল্পী 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Poultryman <input type="checkbox"/> কুকুৰা পালক Home Science Student 2 <input type="checkbox"/> গৃহবিজ্ঞানৰ ছাত্ৰ 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Sales Manager <input type="checkbox"/> মহিলা বিক্ৰেতা Home Manager 2 <input type="checkbox"/> পৃথিগী/গৃহ পৰিচালক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Honorary Teacher <input type="checkbox"/> অনৈতিক শিক্ষক Family Doctor 2 <input type="checkbox"/> পৰিয়ালৰ চিকিৎসক 2 <input type="checkbox"/>	<input type="checkbox"/> 1 Tailor <input type="checkbox"/> কাপোৰ ডিলাওতা Expert in Household Art 2 <input type="checkbox"/> গৃহ কলাৰ বিশেষজ্ঞ 2 <input type="checkbox"/>	Total H 2 = মুঠ H 2 =
Total A 1 = মুঠ A 1 =	Total AG 1 = মুঠ AG 1 =	Total P 1 = মুঠ P 1 =	Total S 1 = মুঠ S 1 =	Total H 1 = মুঠ H 1 =	

RAW SCORES OF DIFFERENT AREAS OF INTEREST

Different areas	L	SC	E	C	CO	A	AG	P	S	H
Raw Scores										

Profile

Stanine	Interest area → Interest group ↓	Raw Scores	L	SC	E	C	CO	A	AG	P	S	H	
			IX	High Interest	20 19 18	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
VIII VII	interest above average	17 16 15 14	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	
VI V IV	average interest	13 12 11 10 9 8 7	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •	• • • • • • •
III II	interest below average	6 5 4	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
I	Low interest	3 2 1 0	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •

(B) Special Report

- (A) General Report**
1. Main interest-area
 2. Second interest-area
 3. Third interest-area
 4. Least interest-area

1. High interest
2. Interest above average
3. Average interest
4. Interest below average
5. Low interest

Appendix - II



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 শাৰধানে পঢ়িবা। প্ৰত্যেকটোৰেই বিভিন্ন ধৰণৰ। তুমি যিটোকে উপযুক্ত বৃত্তি বুলি ভাবা তাত (x) চিনেৰে চিহ্নিত কৰিবা। অনুগ্ৰহ কৰি কোনো বৃত্তিতে মিছাকৈ চিন নিদিবা।

SCORING TABLE

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

Standard Score T. Score Percentile Rank

Phone : 63551

Estd. 1971

National
PSYCHOLOGICAL CORPORATION
4/220 KACHERI QUAY, AGRA - 202 004 (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 |
| ১.০৪ | ..... | প্রাথমিক বিদ্যালয়ৰ শিক্ষক | ১.০৯ | ..... | for a Wholesale Firm |
| | | | | | ঘৰে ঘৰে কোনো প্রতিষ্ঠানৰ |
| | | | | | বস্ত্ৰ বিক্ৰী কৰোঁতা / |
| | | | | | ভ্ৰাম্যমান বিক্ৰেতা |
| 1.05 | ..... | Diplomat in the Indian Foreign Service | 1.10 | ..... | Postman |

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

- প্রশ্ন : ২ শিক্ষা সমাপ্ত হোৱাৰ পিছত তোমাক তলত উল্লেখিত বৃত্তিসমূহৰ যিকোনো এটা বৃত্তি মুক্তভাৱে নিৰ্বাচন কৰিবলৈ দিলে কোনটো নিৰ্বাচন কৰিবা?
- | | | | | | |
|------|-------|----------------------------|------|-------|------------------------------------|
| 2.01 | ..... | Lawyer | 2.06 | ..... | Maid Servant |
| ২.০১ | ..... | চৰকাৰী কন্ট্ৰেক্টৰ/ঠিকাদাৰ | ২.০৬ | ..... | ঘৰৰ বনুৱা |
| 2.02 | ..... | Agriculture Inspector | 2.07 | ..... | Owner-Operator of a Printing Press |
| ২.০২ | ..... | বীমা কৰ্মচাৰী | ২.০৭ | ..... | ছপাশালৰ মালিক |
| 2.03 | ..... | Member of Parliament | 2.08 | ..... | Motor Mechanic |
| 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 | ..... | 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 ?	
3.01	Airlines Hostess	3.06 হোটেলৰ লগোৱা বা পৰিচালিকা
৩.০১	বিমান পৰিচালিকা	৩.০৬ ঘৰৰ বনুৱা
3.02	Trained Machinist	3.07 Instrumental Musician
৩.০২	প্রশিক্ষণপ্ৰাপ্ত মোকানিক	৩.০৭ যন্ত্ৰ সঙ্গীতজ্ঞ বা বাদ্যযন্ত্ৰ বিশাৰদ
3.03	Captain in the Army	3.08 Mechine Operator in a Factory
৩.০৩	সৈন্য বাহিনী বিষয়া	৩.০৮ কাৰখানাৰ যন্ত্ৰ পাতি 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 বহাওঁতা

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 কৰোঁতা
4.02	Soldier in the Army	4.07 Artist who paints picture
৪.০২	সৈনিক	৪.০৭ ছবি অঁকা শিল্পী
4.03	Bank Manager	4.08 Lady Village Level Worker (Gram-Sevika)
৪.০৩	সাংসদ	৪.০৮ গ্ৰাম সেৱিকা
4.04	Taxi Driver	4.09 Photographer
৪.০৪	কেৰাণী	৪.০৯ ফটো গ্ৰাফাৰ
4.05	Cabinate 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 SUR 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 আটাইটকৈ উপযুক্ত আৰু প্ৰকৃততে তুমি পোৱাটো নিশ্চিত বুলি ভাবা?

5.01	.....	Dentist	5.06	.....	Wood-Cutter
৫.০১	.....	দাঁতৰ বিশেষজ্ঞ	৫.০৬	.....	কাঠফলা মিস্ত্ৰী
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 of an Office
৫.০৪	.....	কাঠ মিস্ত্ৰী	৫.০৯	.....	অফিচৰ টাইপিষ্ট
5.05	.....	Chairman of a Large Municipality	5.10	.....	Farm-Worker
৫.০৫	.....	পৌৰসভাৰ 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 কাৰ্যালয়ৰ হিচাপ ৰক্ষক	৬.০৬	.....	নৈশ চকীদাৰ
6.02	.....	Revenue Record Keeper (Patwari)	6.07	.....	Radio Announcer
৫.০২	.....	ৰেভিনিউ ৰক্ষক কৰোতা	৬.০৭	.....	অনাতৰ/দূৰদৰ্শন 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	.....	ৰেল'ৱে চিগনেল দিওঁতা

Question 7 : Of the jobs listed in this question which is the BEST ONE you are REALLY SUR 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 আটাইটকৈ উপযুক্ত আৰু প্ৰকৃততে তুমি পোৱাটো নিশ্চিত বুলি ভাবা?

7.01	Chemist	7.06	Shoe-Shiner
৭.০১	বাসানিবিদ	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 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 Laundry
৭.০৫	জিলা ন্যায়ধীশ	৭.১০	কাপোৰ ধোৱা কাৰখানত ইন্দ্ৰি কৰা/ধুবী

Question 8 : Of the jobs listed in this question which ONE would you choose to have when you are 30 year old, if you were FREE TO HAVE ANY of them you wished?

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

8.01	Farm Owner and Operator	8.06	Sweeper
৮.০১	ফাৰ্মৰ গৰাকী	৮.০৬	জাবৰ জোথৰ পেলোৱা ব্যক্তি/চুইপাৰ/জামাদাৰ
8.02	Railway Guard	8.07	Owner of a Samll 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 সমাগ্ৰীৰ দুৱাৰে দুৱাৰে বিক্ৰী কৰোঁতা	৮.০৯	হিচাপ কৰোঁতা (টকা পইচা)
8.05	Airline Pilot	8.10	Restaurant Cook
৮.০৫	বিমান চালক	৮.১০	হোটেলৰ ৰান্ধনী

Appendix - III

প্ৰশ্নাৱলী — 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 :

বিশ্ববিদ্যালয়ৰ নাম :

১। ভৱিষ্যত অধ্যয়নৰ বাবে তুমি তলৰ কোনটো শাখা বাছি লবা?

ক) বিজ্ঞান খ) কলা গ) বাণিজ্য

২। এই শাখাত অগ্ৰাধিকাৰ দিয়াৰ প্ৰধান কাৰণ —

ক) বিষয়বস্তু মনোগ্ৰাহী গ) বিশেষ কাৰণ নাই

খ) চাকৰি পোৱাত সুবিধা 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 নাইশুনা

খ) যদি শুনিছা এই বিষয়ে কিছু কথা জানানে?

জানো নাজানো

গ) যদি জানা, কৰ পৰা জানিবলৈ পাইছা?

পাঠ্যপুঠি

আনৰ পৰা

আলোচনী

বাতৰিকাকত

বেডিঅ'

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 বিচাৰা নে?

বিচাৰো

নিবিচাৰো

- ৬। ক) এই বৃত্তিৰ দিশত আগবাঢ়িবৰ বাবে তুমি অন্য অনুষ্ঠানৰ লগত যোগাযোগ ৰাখিছানে?
ৰাখিছো নাই ৰখা
- খ) যদি ৰাখিছা, উল্লেখ কৰা —

- ৭। তুমি বাছি লোৱা বৃত্তিটোৰ প্ৰতি আকৰ্ষিত হবলৈ কাৰ পৰা অনুপ্ৰেৰণা পাইছা?
- ক) পিতৃ-মাতৃৰ
- খ) পৰিয়ালৰ অন্য কোনো সদস্য
- গ) বন্ধু-বান্ধৱী / ওচৰ-চুবুৰীয়া
- ঘ) শিক্ষক-শিক্ষয়িত্ৰী
- ঙ) নিজেই

- ৮। তুমি বাছি লোৱা বৃত্তিৰ প্ৰতি আগ্ৰহী হোৱাৰ কাৰণ —
- ক) অৰ্থ আহৰণৰ সুবিধা
- খ) সামাজিক স্থিতি
- গ) অৰ্থনৈতিক আৰু সামাজিক স্থিতি
- ঘ) কাম কৰাৰ সুবিধা
- ঙ) 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। শ্রেণীৰ বিষয়সমূহে তুমি ভালপোৱা বৃত্তিটোৰ বিষয়ে জনাত সহায় কৰিছেনে?
 কৰিছে নাই কৰা
- ১১। এইক্ষেত্ৰত 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?
 সঙ্গীত নৃত্য অভিনয়
 সাহিত্য সৃষ্টি হস্ত শিল্প ছবি অঁকা
- গ) যদি অন্য বিষয়ত দিয়া হয়, উল্লেখ কৰা —
-
- ১৪। উপৰোক্ত বিষয়বিলাক 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 অংশ গ্ৰহণ কৰা নে?
 কৰো নকৰো
- ১৬। 'বিদ্যালয় সপ্তাহ'ৰ কাৰ্যসূচীসমূহে তোমাৰ ভাল লগা বৃত্তিটোৰ দিশত আগবাঢ়িবৰ বাবে সহায় কৰেনে?
 কৰে নকৰে
- ১৭। 'বিদ্যালয় সপ্তাহ'ৰ কাৰ্যসূচী সমূহত অংশ গ্ৰহণ কৰিবলৈ শিক্ষক-শিক্ষয়িত্ৰীসকলে তোমাক উৎসাহিত কৰেনে?
 কৰে নকৰে

Appendix – IV

QUESTIONNAIRE FOR TEACHERS

Name :
 Sex :
 Name of the School :
 Subject Teach :

Instructions :

Following are some queries made for your response. Please feel to put your response. Your response will be utilised only in academic purpose and these will not be made public.

Against each query, two options "Yes" or "No" are given. Please put a tick mark in the appropriate box you feel best suitable for you. Again where necessary, please write your response in the blank space just below the question. (You may attach separate sheet if it required).

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

 2. (a) Do you prefer any specific vocational area for showing interest by the girls?
 Yes No
 - (b) If yes, what are the special vocational areas ?

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

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

 5. (a) Are there provisions for exercising these activities at your school?
 Yes No
 - (b) If yes, in what areas ? (Please put tick mark)
- | | |
|--|--------------------------------------|
| i) Sports <input type="checkbox"/> | ii) Music <input type="checkbox"/> |
| iii) Handicraft <input type="checkbox"/> | iv) Drawing <input type="checkbox"/> |

(c) If any other, please mention –

.....

6. Are there separate periods for it ?

Yes No

7. Do you encourage your girl students to participate in such activities ?

Yes No

8. For developing vocational interest in girls, are there special training facilities at your school ?

Yes No

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

Yes No

(b) If yes, what are those problems ?

.....

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

Yes No

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

Yes No

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

- | | |
|--------------------------|--------------------------|
| i) Sports | <input type="checkbox"/> |
| ii) Music | <input type="checkbox"/> |
| iii) Literary activities | <input type="checkbox"/> |
| iv) Handicraft | <input type="checkbox"/> |
| v) Drawing | <input type="checkbox"/> |

(c) If any other, please mention –

.....

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

Yes No

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

Yes No

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

Yes No

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

Yes No

(b) If yes, in what areas ? Please mention –

.....

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

Yes No

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

Yes No

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

Yes No

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

.....

Appendix - V

INTERVIEW SCHEDULE FOR PARENTS

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

Name :
 Daughter's Name :
 Total Monthly Income :
 Educational Level :
 Father :
 Mother :

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

Yes No

(b) If yes, to which level ---

(i) H.S.L.C.

(ii) H.S.S.L.C.

(iii) Graduate

(iv) Post-graduate and above

(c) If any other please mention ---

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

(i) Science

(ii) Arts

(iii) Commerce

(iv) Technical Vocational

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

Yes No

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

Yes No

(b) If yes, in what areas ---

- | | | |
|-------|------------|--------------------------|
| (i) | Music | <input type="checkbox"/> |
| (ii) | Dance | <input type="checkbox"/> |
| (iii) | Acting | <input type="checkbox"/> |
| (iv) | Sports | <input type="checkbox"/> |
| (v) | Drawing | <input type="checkbox"/> |
| (vi) | Handicraft | <input type="checkbox"/> |

(c) If any other, please mention ---

.....

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

Yes No

(b) If yes, what are those ---

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

Yes No

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

Yes No

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

Yes No

(b) If yes, what are those -

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

.....

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

.....

11. (a) Have you faced any problem in this regard? Yes No

(b) If yes, what are the problems? Yes No

Appendix – VI

Confidential

Investigator's Name
Mrs. Monsoon Hatibaruah Dutta
Duliajan College
Department of Education

SESS

Please fill up the following :

Name

Age Sex

Class

Whether belonging to urban or rural area

Whether Scheduled Caste / Tribe Date

Home Address

.....

INSTRUCTIONS

This scale seeks facts about yourself and your parents for the purpose of research work only.

The information you give will be kept strictly confidential. In case of your father / mother is not alive, information be provided as of his /her life time.

Several possible answers to each question are provided. The answer that is yours may be given by marking a tick (✓) in the relevant cell (□).

এই স্কেলৰ দ্বাৰা শিক্ষা সম্বন্ধীয় অনুসন্ধানৰ বাবে তোমাৰ আৰু তোমাৰ পিতৃ-মাতৃৰ বিষয়ে কিছু কথা জানিব বিচৰা হৈছে। যদি তোমাৰ পিতৃ-মাতৃ জীয়াই থকা নাই তেন্তে তুমি তেওঁলোকৰ জীৱিত সময়ছোৱাৰ বিষয়ে জনাবা। এই সকলোবোৰ কথা গুপতে ৰখা হ'ব। গতিকে কোনোধৰণৰ সংকোচ নকৰাকৈ প্ৰতিটো প্ৰশ্নৰ সন্দৰ্ভত তোমাৰ মতামত জনাবা। তুমি উপযুক্ত বুলি ভবা স্কেলত (✓) চিন দিবা।

INSTRUCTIONS

There are several cells (□) against each question. Your response in the form of a tick (✓) is to be placed in the relevant cell (□) [Only one cell (□) is to be used]. Please read carefully, understand wisely, and then tick (✓) the cell (□) honestly.

	Father	Mother
1. What are the educational qualifications of your parents ?		
(a) Illiterate	<input type="checkbox"/>	<input type="checkbox"/>
(b) Primary School	<input type="checkbox"/>	<input type="checkbox"/>
(c) Middle School	<input type="checkbox"/>	<input type="checkbox"/>
(d) Matriculation	<input type="checkbox"/>	<input type="checkbox"/>
(e) Higher Secondary	<input type="checkbox"/>	<input type="checkbox"/>
(f) Graduate (B.A./B.Sc/B.Com) etc.	<input type="checkbox"/>	<input type="checkbox"/>
(g) Post Graduate and above (M.A./M.Sc./M.Com/ MCA/MBA/M.Phil/Ph.D/M.E./MD/MS).	<input type="checkbox"/>	<input type="checkbox"/>
(h) Technical Degree (Medical, Engineering, Law, MBBS, BE, LL.B)	<input type="checkbox"/>	<input type="checkbox"/>
2. What is / are the post / posts held by your parents?		
(a) Unemployed / Housewife	<input type="checkbox"/>	<input type="checkbox"/>
(b) Labour	<input type="checkbox"/>	<input type="checkbox"/>
(c) Post-graduate and above (M.A./M.Sc./M.Com./MCA/ MBA/M.Phil/Ph.D./M.E./MD/MS).	<input type="checkbox"/>	<input type="checkbox"/>
(d) Business	<input type="checkbox"/>	<input type="checkbox"/>
(e) High Administrative (Gazetter) officer, Lecturer, Reader, Professor, Principal, Doctor, Lawyer, Engineer, News-Paper Editor, Auditor, Bank Manager, Distinguished Artist, Managing Director of an Industrial or Vocational Institution, Owner of a factory or firm, Honorary Higher Officer, Political leader, Holding salary (M.L.A., M.L.C., M.P. etc.)	<input type="checkbox"/>	<input type="checkbox"/>

- (f) Middle-class Administrative (Non-gazettes) Officer, Middle-class lawyer or doctor, teacher of a High School or Intermediate College, Research Assistant, Demonstrator, Chemist, Junior engineer, Commission agent, Artist, Whole-seller or Big shopkeeper.
- (g) Clerk, Typist, Accountant, Laboratory Assistant, Laboratory technician, Primary or Middle school teacher, Station Master, Guard, Ticket collector, T.T.E. Press Reporter, Saleman or Small Shop-keeper, telephoner Telegraph Operator, Proof-Reader, Supervisor of a Factory or mine, Drafts-man or 3rd grade servant.
- (h) Motor Driver, Engineer, Painter, Compositor, Mechanic Skilled carpenter or Mason and Worker or other skill.
- (i) Office-peon or fourth grade employee, Factory labourer, Hawker or Mobile shop-keeper, Cleaner, Worker engaged in Agriculture or other job or Ordinary mill.
- (j) Watch-man, Gate-keeper Domestic servant, Coolie etc.
- (k) Unemployed-dependent on others.

3. What is the monthly income of your parents?

- (a) Upto Rs. 1000
- (b) Rs. 1001 to Rs. 3000
- (c) Rs. 3001 to Rs. 5000
- (d) Rs. 5001 to Rs. 7000
- (e) Rs. 7001 to Rs. 9000
- (f) Rs. 9001 to Rs. 10,000
- (g) Above Rs. 10,000
- (h) Any other

4. Do you and the family live in own house?

- (a) Own house
- (b) Rented house
- (c) Hotel

Self

5. What is your caste?
- (a) General
- (b) Backward class (OBC/MOBC)
- (c) Scheduled caste/tribe (SC/ST)
6. Do you or your parents own landed or other propoerty?
- (a) Landed
- (b) Other
- (c) No property
7. If you or your family have landed property, how much is it?
- (a) Less than or acre
- (b) 1 to 5 acres
- (c) 5 to 10 acres
- (d) More than 10 acres
8. Do you have following things in your house?
- (a) Car
- (b) Scooter/Motor-cycle
- (c) T.V.,Set/V.C.R.
- (d) Refrigerator
- (e) Cooking range/Washing Machine
- (f) Telephone (own)
9. Does your family subscribe to any magazine? If subscribed both every week and month; mention every week only.
- (a) Every week
- (b) Every month
- (c) Occasionally
- (d) Never
10. Does your father participate in the activities of any social, economic, political or religious organisations? If he is a member and an office bearer (President, Secretary etc.) of any organisation mention office held only.
- (a) No
- (b) Member of one organisation
- (c) Member of more than one organisation
- (d) Office-bearer of one organisation (President, Secretary, etc.)
- (e) Office-bearer of more than one organisation. (President, Secretary, etc.)

Appendix – VII

Questionnaires for eliciting information regarding the vocations usually preferred by the girls

(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.

- | | |
|---|--------------------------|
| 1. Acting (অভিনয়) | <input type="checkbox"/> |
| 2. Film producing (চলচিত্ৰ প্ৰযোজনা) | <input type="checkbox"/> |
| 3. Modelling (মডেলিং) | <input type="checkbox"/> |
| 4. Photography (ফটো তোলা কাৰ্য্য) | <input type="checkbox"/> |
| 5. Beautician (সৌন্দৰ্য্য বিশেষজ্ঞ) | <input type="checkbox"/> |
| 6. Toy making (পুতলা তৈয়াৰ) | <input type="checkbox"/> |
| 7. Drawing (ছবি অঁকা) | <input type="checkbox"/> |
| 8. Interior-decoration (ভিতৰৰ সজ্জিতকৰণ) | <input type="checkbox"/> |
| 8. Editor (News paper)(কাকতৰ সম্পাদিকা) | <input type="checkbox"/> |
| 9. Editor (Magazine) (আলোচনী সম্পাদিকা) | <input type="checkbox"/> |
| 10. Air Hostess (বিমান পৰিচালিকা) | <input type="checkbox"/> |
| 11. Pilot (বিমান চালিকা) | <input type="checkbox"/> |
| 12. Designing Cloth (কাপোৰ ডিজাইন কৰোঁতা) | <input type="checkbox"/> |
| 13. Fabrics (ফেব্ৰিক কৰোঁতা) | <input type="checkbox"/> |
| 14. Batik Printing (বাৰ্টিক প্ৰিণ্ট) | <input type="checkbox"/> |
| 15. Cutting (কাপোৰ কটা কাম) | <input type="checkbox"/> |
| 16. Weaving (বোৱা কাৰ্য্য) | <input type="checkbox"/> |
| 17. Drug Inspector (ড্ৰাগ পৰিদৰ্শক) | <input type="checkbox"/> |
| 18. Sports Service (ক্ৰীড়া বিষয়ক) | <input type="checkbox"/> |
| 19. N.C.C. Service (ৰাষ্ট্ৰীয় শিক্ষাৰ্থী বাহিনীৰ সেৱা) | <input type="checkbox"/> |
| 20. Nursery (ফুলৰ গছৰ গুটি, পুলিৰ ব্যৱসায়) | <input type="checkbox"/> |
| 21. Receptionist (কোনো অনুষ্ঠানৰ অভ্যর্থনাকাৰী) | <input type="checkbox"/> |
| 22. Radio Announcer (অনাতাঁৰ ঘোষিকা) | <input type="checkbox"/> |
| 23. Postal Service (ডাক সেৱা বিষয়ক) | <input type="checkbox"/> |
| 24. Naval Officer (নৌ সেনা বিষয়া) | <input type="checkbox"/> |
| 25. News Reader (Radio) (বাতৰি পঢ়োতা) | <input type="checkbox"/> |
| 26. News Reader T.V. (বাতৰি পঢ়োতা দূৰদৰ্শন) | <input type="checkbox"/> |
| 27. Demonstrator (ডেমনষ্ট্ৰেটৰ) | <input type="checkbox"/> |
| 28. Treasury Officer (কোষাগাৰ বিষয়া) | <input type="checkbox"/> |
| 29. Choreographer (নৃত্য পৰিচালিকা) | <input type="checkbox"/> |
| 30. Hotel Management (হোটেল পৰিচালিকা) | <input type="checkbox"/> |
| 31. Police Officer (আৰক্ষী বিষয়া) | <input type="checkbox"/> |
| 32. Poultry Farming (হাঁহ কুকুৰা পালন) | <input type="checkbox"/> |
| 33. Dairy Farming (গাখীৰ ব্যৱসায়) | <input type="checkbox"/> |
| 34. Seri Culture (ৰেচম শিল্প বিষয়ক সেৱা) | <input type="checkbox"/> |
| 35. Advertising (বিজ্ঞাপন) | <input type="checkbox"/> |