

**A Study on the Career Preferences of
Undergraduate Learners of Distance
Mode with Special Reference
To KKHSOU, Assam.**

FINAL REPORT OF THE KRISHN KANTA HANDIQUI STATE
OPEN UNIVERSITY SPONSORED MINOR RESEARCH PROJECT
SUBMITTED TO KKHSOU, ASSAM.



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Declaration

I, Dr. Tarali Pathak, do hereby declare that this report entitled “*A Study on the Career Preferences of Undergraduate Learners of Distance Mode with Special Reference to KKHSOU, Assam*” is the upshot of my original research work carried out to accomplish the KKHSOU sponsored Minor Research Project. All the sources I have used or quoted have been specified or acknowledged by means of completed references.

Date:

(Dr. Tarali Pathak)

Place:

Principal Investigator

Acknowledgement

At this moment of accomplishment, first of all I would like to offer my humble gratitude to Almighty Lord and to my parents and family members for their copious and graceful blessings to carry out the research work efficiently.

Secondly, I offer my sincere thanks and gratitude to the Krishna Kanta Handiqui State Open University for providing financial assistance to carry out the research project. I also thank all the office bearers of KKHSOU for the effort they have made in connection with the project.

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(Dr. Tarali Pathak)
Principal Investigator

ABSTRACT

Career is a regular occupation or profession in which one is making a living. Career preference is the occupation with the highest positive valence among alternative form of work value. Planning for career is very essential for the peaceful living and quality of life. It provides the basis of the individual's future life, his social recognition and finally contributes in the development of the country through proper exploitation of human resources.

Today, there is a public debate on the problem of unemployment. Unemployment among new graduates is a phenomenon that is found not only in India but also in other countries of the world. The need for developing employability skills has been acknowledged internationally. The Report to UNESCO of the International Commission (1996) on Education for Twenty First Century identified four pillars of education. i.e. learning to know, learning to do, learning to live together and learning to be which reflect the general employability skills required to deal effectively with the job situations of the 21st century. Among the other causes, one important cause of unemployment can be considered as the mismatch between market requirements and the employability of graduates that higher education institutions produce. India has the third largest higher education in today's world, after the USA and China. It has now 729 universities, 37,000 colleges, 1.25 crore students and 9,34,000 faculty members. Its annual output is about 2,18,00,000 graduates of various subject areas (Ghanchi, D.A., 2014). In one hand the number of enrolment in higher education in India is growing day by day, while in other hand rate of unemployed graduate is increasing. According to the Ministry of Labour and Employment, Govt. of India, out of all university graduates only a meagre 13% are employable (Soni, R., 2012). In 2009-2010 fiscal year the unemployment rate of India is 9.4 %. Further, in Assam workforce participation rates both for males and females are lower than that of the country's rate. A study conducted by Ranjit Borthakur of Balipara Tract and Frontier Foundation predicted *that if unemployment rate in Assam remains unchanged, there will be around 2.5 million unemployed person in Assam in 2022.*

Distance education which emerged as an alternative to traditional system more particularly to the disadvantaged sections of the society is getting momentum around the world. One of the objectives of distance education is to contribute to national economy

by developing productivity of large number of educational aspirants through spending minimum labour and resources. Today, besides providing social education, various types of vocational and career oriented courses are being offered by different open universities with the motto of developing required knowledge, skills and attitude according to the needs of the outside job market which in turn help in reducing the rate of unemployment.

Coping with the world trend, Assam has also created a milestone in higher education by establishing Krishna Kanta Handiqui State Open University in 2006. In addition to traditional programmes like B.A., B.Com., M.A., the university has been seen very promising in offering different certificate, diploma, degree and master degree programmes in various technical and vocational areas like Certificate courses in Computer Application, Mobile Phone Repairing, Maintenance and Repairing of Audio Video Equipments, Maintenance and Repairing of Electronic Domestic Appliance, Scientific Piggery Farming, Scientific Goat Rearing, Scientific Broiler Farming, Scientific Duck Farming, Scientific Layer Farming etc. to ensure the economic self-sufficiency of its learners. However, there seems a mismatch in the enrolment of learners in some vocational courses. Enrolment in some of the technical-vocational diploma, certificate as well as degree programmes is either nil or very meagre. On the contrary, maximum enrolment is in traditional degree programmes like B.A., B.Com, M. A. etc. What is the reason behind the picture? Whether the learners are not interested in these vocational courses or whether there is lack of publicity regarding the availability of these courses under KKHSOU or whether the University fails to attract learners towards these programmes through its present course contents and curriculum design? These are some of the questions that need to be addressed. Though, it is not possible to investigate all the vital questions in a single investigation, an extensive investigation in to the career preferences of distance learners is very essential as it will be helpful for the policy makers and university authorities in designing new curricula, redesign course contents as well as drop some existing courses according to the interest and choices of the beneficiaries i.e. the learners. Considering the above issues the present study has been designed and has been stated as **“A Study on the Career Preferences of Undergraduate Learners of Distance Mode with Special Reference to KKHSOU, Assam.”**

The study has been designed keeping the following objectives in view.

- To study the career preferences of male and female undergraduate learners of KKHSOU.
- To study the career preferences of rural and urban undergraduate learners of KKHSOU.
- To examine whether there is significant difference between male and female undergraduate learners of KKHSOU in their career preferences.
- To examine whether there is significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences.

The present study is a descriptive research as it aims at an investigation of the career preferences of undergraduate learners of Krishna Kanta Handiqui State Open University, Assam. Again, the study involves a comparison between male and female as well as rural and urban undergraduate learners with regard to their career preferences. As such, the study includes all the learners irrespective of sex, locality and area/stream of study enrolled during the session 2013-14 in all the five UG programmes of KKHSOU viz. B.A., B.Com., BBA, BCA & BMC, which is 20,479 in number in Summer, 2013 as its population.

The sampling has been done at three levels as (a) Selection of sample Districts and (b) Selection of sample Study Centres and (c) Selection of sample Learners. Considering the feasibility of the study, a total of four (04) districts have been selected purposively allowing at least one district each from lower, middle and upper Assam. These districts are Jorhat, Sonitpur, Kamrup (Greater) and Barpeta. Since the study involves a comparison between rural and urban learners, hence, at the second Stage, stratified random sampling method has been employed in selecting the sample study centres from each of the selected districts. Four (4) study centres from each of the selected districts of which two each for rural and urban areas has been selected as sample study centres. Thus, the total number of study centres for the present study consists $4 \times 4 = 16$, of which 8 each for rural and urban area. Finally in the third stage, 20 undergraduate learners have been selected from each of the selected study centres of which 10 each for male and female through employing stratified random sampling

method since the study involves a comparison between male and female learners. Thus, the total number of sample consists of $20 \times 16 = 320$ undergraduate learners of which 160 are male (80 rural and 80 urban) and 160 are female (80 rural and 80 urban) learners.

A Standardised tool named '*The Career Preference Record (CPR-BB)*' developed by Vivek Bhargava and Rajashree Bhargava is employed to investigate the career preference. The scale measures career preferences in 10 main areas. These are Mass Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM, Medical (M, Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO), and Education (E).

The data that have been gathered for the present study is of quantitative type. Hence, only quantitative approach of treating data has been used in the present context. As the present study is mainly based on identifying the career preferences and examining significant difference between various sub-groups with respect to career preferences, the statistical techniques employed for the study are 'Mean', 'sd' and 't-test'. 5% level of statistical significance is considered in the whole analysis. '*Statistical Package for Social Sciences (SPSS)*' software has been used in analysing the row data.

In order to have a bird eye view of the findings of the study, the analysis and discussions are made in the order of the objectives of the study. On the basis of the analysis, the following major findings are arrived at.

- Education (E), Mass Media & Journalism (MMj), Artistic & Designing (AD) and Law & Order (LO) are given higher preference by most of the target groups of learners irrespective of their locality and gender.
- Medical (M) and Defence (D) are the two least preferred areas of career of most of the groups of learners irrespective of their locality and gender
- The preference order of career areas of male undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality

Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M).

- The preference order of career areas of female undergraduate learners is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Science and Technology (ScT), Tourism and Hospitality Management (TH), Medical (M) and Defence (D).
- The 1st and 4th preferred area of career is same for both male and female undergraduate learners i.e. Education (E) and Law and Order (LO) respectively. Whereas, there is variation between male and female undergraduate learners with regard to the preference order of 8 areas of career viz. Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M) and Defence (D), Tourism and Hospitality Management (TH).
- The preference order of career areas of rural undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Agriculture (AG), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M).
- The preference order of career areas of urban undergraduate learners is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Tourism and Hospitality Management (TH), Medical (M), Science and Technology (ScT), and Defence (D).
- There is similarity between rural and urban undergraduate learners with regard to 1st, 4th, 6th and 7th preferred areas of career which are Education (E), Law and Order (LO), Agriculture (AG) and Tourism and Hospitality Management (TH) respectively for both the groups. Whereas, rural and urban undergraduate learners differ in the preference order of 6 areas of career. These are Media and

Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Commerce and Management (CM), Medical (M) and Defence (D).

- There is significant difference between male and female undergraduate learners with respect to the career area ‘Mass Media & Journalism (MMj)’, while with regard to Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) areas of career no significant difference is observed between the two groups.
- There is significant difference between rural and urban undergraduate learners with respect to the career area ‘Artistic and Designing (AD)’, while with regard to Mass Media & Journalism (MMJ), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) areas of career no significant difference is observed between the two groups.

The findings of the present study have revealed some of the issues that are to be dealt with effectively to make higher education relevant to the needs and aspirations of the society, particularly the education system of KKHSOU. The present study showed that Education (E) is ranked either at 1st or 2nd position by all the target groups under consideration. It is placed at 1st position by eight sub groups and at 2nd position by remaining two sub groups. Therefore, the authority of KKHSOU should start diploma as well as degree course in Teacher Education and Training. At present the University is offering D.El.Ed. course but this is limited only to the in-service teachers. Therefore, efforts should be made to open the D.El.Ed course for the fresh students who are not in teaching profession at present. If possible B.Ed course should also be started and make it open for all.

The study further reveals that Mass Media and Journalism (MMj) is another highly preferred area of career of undergraduate learners. It is placed either at 1st, 2nd or 3rd rank by all the target groups of learners. Though KKHSOU is offering different certificate, diploma, degree, PG as well as PG diploma courses related to the area of

Journalism and Mass Communication, these courses are running in a small number of study centres. Moreover, enrolment in these courses is also very meagre. The irony is that Mass Media and Journalism (MMj) related career is given comparatively high preference on the one hand and on the other hand enrolment in these courses is less. This is indicative of the fact that there might have some shortage or mismatch either on the part of the authority and government policy or at learners' level. Therefore, directive efforts should be made to fill the gap in this regard. The government as well as university authority should take cognizance to make people aware of job prospects of these courses as well as availability of such courses in KKHSOU. Again, there should be provision of career guidance and counselling of learners since the study yields the fact that the learners prefer mass media and journalism related courses but do not go for that. The university should extend its existing courses related to mass media and journalism to large number of study centres as that of conventional courses like Bachelor of Arts and Commerce. If possible the KKHSOU should start some new programmes related to Mass Media and Journalism like Diploma and Certificate course in Cartoon Making, Press Photography, Sound Technique, Commentary etc.

University is not only a centre of getting degrees and certificates. It owes a great responsibility towards the society. The authority of KKHSOU should take all possible steps to prepare learners to fit in the changing socio-economic scenario. It should set up **Information Centres** at different locations of the state including remote rural areas so that the people may come to know about technicalities of different types of courses being offered by the university like course duration, eligibility criteria, course fees, job prospects etc. Moreover, a **Career Counsellor should be appointed** in these proposed Information Centres so as to help the undecided mind to realise their own interest and potentialities to go for a particular course.

LIST OF TABLES

Table No.	Title	Page No.
3.1	Undergraduate Learners of KKHSOU during Summer 2013.	25
3.2	Sampled Study Centres along with enrolment in different UG degree programmes (B.A, B.COM, BBA, BCA, BMC)	27
3.3	Careers Incorporated in the Career Preference Record (CPR-BB).	30
4.1	Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU.	35
4.2	Mean scores and preference order of areas of career of Rural and Urban undergraduate learners of KKHSOU.	37
4.3	Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU in Rural area.	40
4.4	Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU in Urban area.	42
4.5	Mean scores and preference order of areas of career of Male undergraduate learners of KKHSOU in Rural and Urban area.	44
4.6	Mean scores and preference order of areas of career of Female undergraduate learners of KKHSOU in Rural and Urban area.	47
4.7	Mean scores and preference order of areas of career of undergraduate learners of KKHSOU.	49
4.8	Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU.	52

Table No.	Title	Page No.
4.9	Significance of difference in the mean scores of each of the 10 areas of career between Rural and Urban Undergraduate learners of KKHSOU.	54
4.10	Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU in Rural area.	56
4.11	Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU in Urban area.	57
4.12	Significance of difference in the mean scores of each of the 10 areas of career of Male Undergraduate learners of KKHSOU between Rural and Urban area.	58
4.13	Significance of difference in the mean scores of each of the 10 areas of career of Female Undergraduate learners of KKHSOU between Rural and Urban area.	60

LIST OF CHARTS AND FIGURES

Chart No.	Title	Page No.
1	Layout of Sample	28
Figure No.	Title	Page No.
1	Graphical representation of mean scores of different areas of career of male and female undergraduate learners of KKHSOU.	35
2	Graphical representation of mean scores of different areas of career of Rural and Urban undergraduate learners of KKHSOU.	38
3	Graphical representation of mean scores of different areas of career of Male and Female undergraduate learners of KKHSOU in Rural area	40
4	Graphical representation of mean scores of different areas of career of Male and Female undergraduate learners of KKHSOU in Urban area.	42
5	Graphical representation of mean scores of different areas of career of Male undergraduate learners of KKHSOU in Rural and Urban area.	45
6	Graphical representation of mean scores of different areas of career of Female undergraduate learners of KKHSOU in Rural and Urban area.	47
7	Graphical representation of mean scores of different areas of career of undergraduate learners of KKHSOU.	49

CONTENTS

	Page No.
Declaration	ii
Acknowledgement	iii
Abstract	vi-x
List of Tables	xi - xii
List of Charts and Figures	xiii
CHAPTER-I: INTRODUCTION	1-14
1.1 Introduction	1
1.2 Concept of Career, Career Preference and Career Maturity	2
1.3 Importance of Career Choice and Preferences	3
1.4 Determinants of Career Choice and Preferences	4
1.5 Higher Education through Distance Mode as an Alternative arrangement	5
1.6 A Backdrop of Krishna Kanta Handiqui State Open University	8
1.7 Origin of the Present Investigation	10
1.8 Statement of the Problem	11
1.9 Objectives of the Study	11
1.10 Hypotheses of the Study	11
1.11 Significance of the Study	12
1.12 Operational Definition of Important Terms	13
1.13 Delimitation of the Study	14
CHAPTER-II: REVIEW OF RELATED LITERATURE	15-23
2.1 Studies done Abroad	15
2.2 Studies done in India	19
2.3 Trend Analysis of Related Literature	22

CHAPTER-III: METHODOLOGY	24-33
3.1 Population of the Study	24
3.2 Sample of the Study	25
3.3 Data Gathering Tool	29
3.4 Variables of the Study	32
3.5 Data Collection	32
3.6 Procedure of Data Analysis	33
CHAPTER-IV: ANALYSIS AND INTERPRETATION OF DATA	34-61
CHAPTER-V: FINDINGS, SUGGESTIONS AND CONCLUSION	62-72
5.1 Major Findings of the Study	62
5.2 Educational Implications and Suggestions	68
5.3 Conclusion	71
BIBLIOGRAPHY	73-77
Appendix : Career Preference Record (CPR-BB)	xvi-xviii

Chapter – I

INTRODUCTION

1.1 Introduction

Generally an institute of higher education is looked upon as a centre of learning and empowerment of knowledge. Its function of developing workability among its graduates is assumed to be attained automatically through the conventional practices of teaching learning process. In other words it can be said that graduate's employability is largely taken for granted by higher education institutions. However, it is alleged that the present higher education system of the country does not fulfil the need of providing employable manpower. There is a mismatch between the existing higher education system and employability. The products of higher education with excellent academic results unable to face interview with self confidence; they show lacking communication, they could not take part in group discussion, they are hesitant; and they show poor in basic and affective skills (Arul, P.G., 2014).

Unemployment among new graduates is a phenomenon that is found not only in India but also in other countries of the world. Today the need for developing employability skills has been acknowledged internationally. The Report to UNESCO of the International Commission (1996) on Education for Twenty First Century identified four pillars of education. i.e. learning to know, learning to do, learning to live together and learning to be which reflect the general employability skills required to deal effectively with the job situations of the 21st century.

India has the third largest higher education in today's world, after the USA and China. It has now 729 universities, 37,000 colleges, 1.25 crore students and 9,34,000 faculty members. Its annual output is about 2,18,00,000 graduates of various subject areas (Ghanchi, D.A., 2014). Though in one hand the size of Indian higher education is growing day by day, but on other hand its quality, relevance and employability of the graduates are continually being questioned. The Indian higher education system is rated poor in the world community. In the Times Higher Education World University Rankings, Indian institutions' poor show continues with just four institutions from the

country making it to the top 400 and none to the top 200 for the year 2014-15. These four institutions are Panjab University, IISc- Bangalore with a rank in the 276-300 grouping and IIT- Bombay and IIT-Roorkee that are in the 351-400 brackets. Though India produces 2.5 million graduates each year just behind US and China; 350000 engineers twice the numbers produced by US; IITs and IIMs produce world class professionals who competes the best professional all across the world, yet most of our general graduates are not directly employable. According to the Ministry of Labour and Employment, Govt. of India, out of all university graduates only a meagre 13% are employable (Soni, R., 2012). According to the surveys carried out by NASSCOM and other agencies, more than 70 % of our engineers are not employable (Soni, R., 2012). In 2009-2010 fiscal year the unemployment rate of India is 9.4 % which is much larger than that of some countries where higher education system is much smaller than India. Further, in Assam workforce participation rates both for males and females are lower than that of the country's rate. A study conducted by Ranjit Borthakur of Balipara Tract and Frontier Foundation predicted *that if unemployment rate in Assam remains unchanged, there will be around 2.5 million unemployed person in Assam in 2022.* Among the other causes, one important cause of unemployment can be considered as the mismatch between market requirements and the employability of graduates that higher education institutions produce.

Thus, in the present context of unemployability, choosing career intelligently is of vital importance. Availability of knowledge of different types/areas of careers is vital in this regard. Because, quite often it is seen that most of the students are unknown about certain areas of career. They even do not know as what a particular job demands of the employee to perform. Here, the role of mass-media becomes important as it is only way of getting knowledge of the outside social and market world.

1.2 Concept of Career, Career Preference and Career Maturity

Career is a regular occupation or profession in which one is making a living. The online search provider dictionary.com (2011) defines 'career' as a job or profession for which one is trained and which one intend to follow for part or the whole of one's life

e.g. a career in law (Sahu, S., 2012). Career preference is the occupation with the highest positive valence among alternative form of work value. Career preference refers to the “ability of the individual to select or commit him to a particular course of action, which will eventuate in his, preparing for and entering a specific occupation.” Career preferences play an important role in making a person mature enough to select his or her profession and be successful in life. If an individual lacks adequate and proper information about himself and the world of work, he/she may fail to make appropriate occupational choice which may lead to serious destruction of personal as well as social life. Such an individual experience frustration, anxiety and stress in life and also become a drag or parasite upon the family and society he belongs. Thus, the choice of a profession is an important decision a person makes for himself as well as for the society and nation at large.

Selecting right career inseparably requires a person to be matured enough in career and vocations. In other words, it can be said that career maturity is of vital importance for an individual’s work life. Career maturity is the readiness to make informed age appropriate career decisions. According to Super (1963) mentioned in Sahu, S. (2012) career maturity is used to denote the degree of development, the place reached on the continuum of the vocational development from exploration to decline. Career maturity is a central developmental approach to understand career behaviours and involves an assessment of an individual’s level of career progress in relation to his or her career relevant development tasks. A career matured person contributes the society through the economic process. The contribution is reasonably related to the abilities of the individual and to the need of the social group. The result brings the person or the home unit to economic independence and offers others satisfactions (Sahu, S., 2012).

1.3 Importance of Career Choice and Preferences

Choosing of right career is very essential for the peaceful living and quality of life. It provides the basis of the individual’s future life, his social recognition and finally contributes in the development of the country through proper utilisation of human

resources. The importance of choosing a career is mentioned by Sahu, S. (2012) as follows.

- i. Choosing a career at a right time according to one's potentials is important for job success and satisfaction.
- ii. Entering into a career through trial and error approach may cost time, energy and money.
- iii. By choosing an appropriate career one can determine his life style.
- iv. A career determines one's status in the society, people are known by their occupations.
- v. Choice of career also determines the pattern of upward movement as well as mobility from one place to another. Some occupations require transfers to different places.
- vi. Leisure and recreational activities depends upon the choice of career. How much time is available for leisure depends on the place where one is posted and the kinds of recreational facilities available there.

1.4 Determinants of Career Choice and Preferences

Career preference is influenced by so many factors like Personal, Economic, Social and others. Personal factors includes physical and constitutional make up as well as psychological aspects like interest, aptitude, personality etc. As we know a particular professional requires a particular type of somatic structure and constitutional makeup. We cannot expect a physically deformed person to choose defence related career. Similarly, interest, aptitude, personality traits etc. have profound significance in career choice. It is a well established fact that if a person does not have requisite aptitude or not interested towards a particular course of study or profession, then no power on earth can help him to grow and be succeed in that profession. Many jobs also require particular type of personality traits. For example, for public relation job, a person should be outgoing and should have good communication skills. In the absence of these, one should not aspire for such occupation. Again, gender is another personal factor which influences career choice to a great extent. Certain jobs demands lots of physical labour which females often hesitate since they are biologically weaker than males.

Economic factors include economic status and financial affordability of the family. In spite of having requisite talent or aptitude, a student having poor economic family background cannot expect to choose a career in those areas, the training or education of which requires huge financial investment.

Similarly, social factors play a significant role in career choice which includes family and social environment, customs, traditions, culture, religion, social obligations, social needs and demands as well as opportunities. Some cultures as well as religion do not allow some professions for its followers. They use to provide some obligations, rules and regulations. For example, it would be very difficult for a Muslim girls to go for air hostess and manager or servers in bar and restaurants, since air hostess is to wear short skirt which is not allowed in Islam. Similarly, alcohol is strictly prohibited in Islam religion.

Besides, the above factors there are other strong determinants of career like educational level, occupation of the parents, parental expectations, place of residence, quality and category of education exposed to them, availability of job opportunities, occupational information, economic condition of the state, nature of government of the state etc.

Therefore, an individual, before choosing a career he/she should be thoroughly familiar about his psycho-physical, socio-economic and other factors. In this regard the importance of career guidance programme should be highly realised. Availability of knowledge of different types/areas of careers is undoubtedly helpful for the students to be familiar with the emerging professions. Because, quite often it is seen that most of the students are unknown about certain areas of career. They even do not know as what a particular job demands of the employee to perform.

1.5. Higher Education through Distance Mode as an Alternative arrangement.

Distance education which emerged as an alternative to traditional system more particularly to the disadvantaged sections of the society is getting momentum today

around the world. The easy access, affordability, and convenience provided by distance education system have contributed to its increasing popularity and growth. It provides opportunity for continuing and lifelong education, thereby enhancing the lives of millions of people, particularly working persons, housewives, dropouts, marginalised sections of society, persons staying in hilly and remote geographic locations etc.

The perceived need for an alternative system of education had given birth to the concept of Open and Distance learning (ODL) system in India in 1960s. The Government of India constituted an expert committee in 1961 under the chairmanship of Dr. D.S. Kothari to look in to the suitability of correspondence courses. The committee gave certain important recommendations after analysing the relevant issues which includes: (i) use of tutorial instead of lectures in the contact classes, (ii) use of top ranking scholars and teachers to maintain quality, (iii) provision of increased time for completion of a graduate programme, (iv) initial higher fee with progressing lowering of fee from 1st yr to 4th yr, and (v) offer of science programme after due preparation only (GOI, 1962). Moreover, the Education Commission (1964-66) identified individual lifelong learning as need of the people and recommended that ‘correspondence or home study courses’ can help millions who depend upon their own effort to study whenever they can find time to do so. Consequently, the National Policy on Education (GOI, 1968) emphasised that correspondence education should be given the same status as full time education because it believed that such a practice would encourage a large number of people to take up correspondence courses.

The University Grants Commission (UGC) in 1974 in its guidelines for correspondence courses specified the following objectives of ODL that are still relevant. It states that ODL is useful for

- i. Those students who had to discontinue their formal education owing to different circumstances.
- ii. Students in geographically remote area.
- iii. Students who had dropped out of the system due to lack of motivation or aptitude, but later on developed interest and motivation and relevant aptitude.

- iv. Those who could not managed to get a seat in a regular college or university.
- v. Learners who see education as lifelong learning.

Today, the Distance Education holds a special place in Indian higher education system because of its major contribution in enhancing the gross enrolment ratio (GER) and democratisation higher education to large segments of Indian population, particularly to meet the demand of lifelong learning which has become more of a necessity in the present knowledge based society. As per the XII Plan Document of Planning Commission of India, the GER in higher education increased from 12.3 percent in 2006-07 to 17.9 percent in 2011-12. The Distance Education has contributed immensely in this increase in GER showing a growth to the tune of 8.9 percent annually. The 12th Plan envisages an additional enrolment capacity of 10 million students (from 259.9 lakhs in 2011-12 to 359.4 lakhs in 2016-17) by the end of the Plan period, thereby rising the country's GER from 17.9 percent in 2011-12 to 25.2 percent by 2017-18 and reach the target of 30 percent GER by 2020-2021. Of this one million has to come from Distance Education system. In 2014, India has one National Open University, 13 State open Universities, more than 180 Correspondence course institutions/ Directorates of Distance Education attached to conventional universities. Besides there are more than 50 government/private institutions run by professional bodies, private companies/ corporate giants who are offering distance education programmes (Srivastava, M., 2014).

Thus, distance education system is catering to the educational needs of millions of Indians and playing a major role in dissemination and make use of the ever growing knowledge in society. Initially, the objectives were to extend the benefits of education to those who had missed the opportunity to acquire knowledge, skills and training for social and economic reasons. Today, one of the objectives of distance education is to contribute to national economy by developing productivity of large number of educational aspirants through spending minimum labour and resources. Besides providing social education, various types of vocational and career oriented courses are being offered by different open universities with the motto of developing required knowledge, skills and attitude according to the needs of the outside job market which in turn help in reducing the rate of unemployment.

However, the paradox is that open universities and distance education institutions are regarded simply as an alternative system and as poor cousins of the conventional universities. There is still lack of proper policy formulations on the part of the government which has led to the mushrooming growth of many spurious institutions in the name of Distance Education institutions. Though UGC created Distance Education Bureau to carry out the regulation of distance education system, neither any structure was created by UGC or AICTE nor any guidelines were developed. The same guidelines developed by dissolved Distance Education Council (DEC) were adopted by UGC for ODL system. Therefore, the need of the hour is to expedite the process of formulating a National Policy on Distance Education with proper vision and entrust the responsibility to concretise the required benchmarks for infusing quality in the system to a strong independent regulator (Srivastava, M., 2014).

1.6 A Backdrop of Krishna Kanta Handiqui State Open University

Although open and distance learning system is not much popular in the North-eastern Region of India but from the last decade it is observed that ODL system is becoming popular and a considerable number of students have been enrolled in distance mode of learning. Till few years back apart from IGNOU in Assam, some other conventional universities have opened their study centres in different places of the state and getting good response from the students (Goswami, D., 2011). Hence, coping with the world trend, Assam has also created a milestone in higher education by establishing Krishna Kanta Handiqui State Open University in 2006. The university was established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dtd 29/9/05. It has been recognized by the Distance Education Council, New Delhi vide letter no. DEC/Misc/07/5957 dated 03/10/07 and by The University Grants Commission vide its letter No. F.9-13/2008(CPP-I) dated 18th March, 2009. The UGC also has empowered the university to award degrees under Section 22 of UGC Act, 1956. It is the fourteenth of its kind along with IGNOU and the only state Open University in the whole of NE India. KKHSOU presently run from three locations- a. Permanent Campus: Patgaon, Rani

Gate, Guwahati-781017 b. City Office: Housefed Complex, Last Gate, Guwahati-781006 c. Jorhat Regional Centre (KKHSOU Website).

The main aim of the university is to democratise higher education through providing access of quality higher education and training with the use of latest educational inputs and technology especially to the deprived and denied sections of people along with fresh learners. The very purpose of establishment of the University is to promote education to reach the unreached through the Open and Distance Learning System and the motto of the University is '*Education Beyond Barriers*' of age, academic background and geographical boundaries. Since, its inception KKHSOU has been offering several academic programmes. At present the university is offering around forty academic programmes in humanities, Science, Social Sciences and Professional areas such as – Ph. D., Masters, Bachelors' Degree, Diploma and Certificate Programme (KKHSOU Website). Doctor of Philosophy (Ph. D.) is offered in humanities, social sciences and professional courses. The university is offering Master's Degree Programmes in Arts, Business Administration, Computer Application, Mass Communication, Science in Information Technology and Social Work. The graduate level programme are B.A., B.Com., Bachelor of Business Administration, Bachelor of Computer Application and Bachelor of Mass Communication. Apart from these degree programmes the university is offering some Post Graduate Diplomas in the area of Computer Application, Business Management, Tourism and Hospitality Management, Human Resource Management, Broadcast Journalism, Mass Communication, TV Production and in Radio Production. The university's undergraduate Diploma programmes are Journalism & Mass Communication, Assamese Journalism, Tourism Management, Hotel Management, Creative writing in English and Computer Hardware and Networking, Library and Information Science, Computer Application, and Sanskrit Learning. Moreover, the university offers different certificate programmes in vocational areas considering the local needs as well as work opportunities so as to cater to need of present unemployment scenario. By summer, 2013 the total enrolment in all the certificate, diploma and degree programmes is 46836 (KKHSOU Office).

1.7 Origin of the Present Investigation

In its objective, the KKHSOU has mentioned that it is to provide education and training to develop skills in various arts and crafts, raising their quality and improving their availability to the people. As mentioned earlier, to create entrepreneurs in the vocational areas the university has taken a step to make the learners trained in the specialized areas by introducing Certificate courses in Computer Application, Mobile Phone Repairing, Maintenance and Repairing of Audio Video Equipments, Maintenance and Repairing of Electronic Domestic Appliance, Scientific Piggery Farming, Scientific Goat Rearing, Scientific Broiler Farming, Scientific Duck Farming, Scientific Layer Farming etc.

Thus, in addition to traditional programmes, the university has been seen very promising in offering different certificate, diploma, degree and master degree programmes in various technical and vocational areas to ensure the economic self-sufficiency of its learners. However, there seems a mismatch in the enrolment of learners in some vocational courses. Enrolment in some of the technical-vocational diploma, certificate as well as degree programmes is either nil or very meagre. On the contrary, maximum enrolment is in traditional degree programmes like B.A., B.Com, M. A. etc. (Ref. enrolment data, Summer-2013, Source: KKHSOU Office). What is the reason behind the picture? Whether the learners are not interested in these vocational courses or whether there is lack of publicity regarding the availability of these courses under KKHSOU or whether the University fails to attract learners towards these programmes through its present course contents and curriculum design? These are some of the questions that need to be addressed. Though, it is not possible to investigate all the vital questions in a single investigation, efforts are made in the present study to reveal the career interest and preferences of the learners. The study will be helpful for the policy makers and university authority in designing new curricula, redesign course contents as well as drop some existing courses according to the interest and choices of the beneficiaries i.e. the learners.

1.8 Statement of the Problem

The present study has been stated as **“A Study on the Career Preferences of Undergraduate Learners of Distance Mode with Special Reference to KKHSOU, Assam.”**

1.9 Objectives of the Study

The present study has been designed keeping the following objectives in view.

- i. To study the career preferences of male and female undergraduate learners of KKHSOU.
- ii. To study the career preferences of rural and urban undergraduate learners of KKHSOU.
- iii. To examine whether there is significant difference between male and female undergraduate learners of KKHSOU in their career preferences.
- iv. To examine whether there is significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences.

1.10 Hypotheses of the Study

The following hypotheses in null form have been formulated in order to meet the objectives.

- Ho₁: There is no significant difference between male and female undergraduate learners of KKHSOU in their career preferences.
- Ho₂: There is no significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences.

1.11 Significance of the Study

Today, most of the students in higher education are facing career related problems in the form of either career indecision or wrong decision. In such a situation, understanding students' career plans and preferences that subsequently determine future prestige, wealth, and status is vital to higher educational professionals who facilitate students in their career selection. It is therefore a great concern to find out the areas of most preferred career of our young generation.

KKHSOU since its inception has been offering different programmes and in gradual process of starting new programmes. However, no intensive research study has been undertaken to evaluate the popularity and interest of students towards its different programmes of study. It is a matter of fact that no programme can bring result unless and until learners are not motivated to these. Rather, it may result in wastage of money, time and energy. Therefore, it becomes very important to know the interest and career preferences of the real beneficiaries i.e. the student community.

The findings of the present study will be of great help to policy makers and regulatory bodies of not only KKHSOU and other distance education providers but also of formal education, in curriculum construction and designing innovative course contents according to the interest and choice of the beneficiaries i.e. the learners.

The present study will also be helpful to counsellors in helping the students to make right choices considering their talents and abilities. It will also go a long way in checking the problem of wrong allocation of most precious resource i.e. "labour" of students, parents, society as well as educational institutions, a problem which usually brings employment.

Considering the above issues, the importance of the present study is justified. The study is first of its kind and as such is expected to fill the gap in this regard.

1.12 Operational Definition of Important Terms

In order to make the research precise and convenient and also to avoid any ambiguity, the operational definitions of important terms used, are given below.

1) Career

Career refers to the regular occupation or profession in which one is making a living. Career is a job or profession for which one is trained and which one intend to follow for part or the whole of one's life.

In the present study 'Career' implies the Ten (10) types of career as measured by Vivek Bhargava and Rajashree Bhargava in the standardised tool 'The Career Preference Record (CPR-BB)' used in the study. These areas of career are Mass Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO), and Education (E).

2) Preferences

Preference can be conceived as an individual's attitude towards a set of objects, typically reflected in an explicit decision making process. It is the evaluative judgement in the sense of liking or disliking an object among various alternatives.

In the present study 'preference' refers to the assumptions or sense related to ordering the ten (10) alternative areas of career from highest liking to lowest liking based on the degree of happiness, satisfaction, gratification, enjoyment.

3) Undergraduate Learners

'Undergraduate Learners' refers to the students studying for their first degree in all the degree programmes offered by Krishna Kanta Handiqui State Open University. These degree programmes are Bachelor of Arts (B.A.), Bachelor of Commerce

(B.Com), Bachelor of Business Administration (BBA), Bachelor of Computer Application (BCA) and Bachelor of Mass Communication (BMC).

4) Distance Mode

‘Distance Mode’ refers to the alternative form of education where education and instructions are delivered from a distance place, often on an individual basis, to students who are not physically present in a traditional setting, such as a classroom.

5) KKHSOU

‘KKHSOU’ refers to the Krishna Kanta Handiqui State Open University, the first open university in Assam, established in 2006 under the provision of the KKHSOU, Act’ 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dtd 29/9/05.

1.13 Delimitation of the Study

- a.** The study has been delimited to the undergraduate learners of Krishna Kanta Handiqui State Open University.
- b.** The study is confined to all the undergraduate learners enrolled in five undergraduate degree programmes of KKHSOU namely Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com), Bachelor of Business Administration (BBA), Bachelor of Computer Application (BCA) and Bachelor of Mass Communication (BMC).
- c.** With regard to geographic area, the study has been delimited to four districts namely Sonitpur, Jorhat, Dhubri and Kamrup (Greater).

Chapter-II

REVIEW OF RELATED LITERATURE

The review of earlier studies helps to avoid unnecessary duplication of the study, provide assistance in formulating research problem, specifying objectives, making useful hypotheses, developing theoretical background, use of proper methodology and drawing meaningful conclusions and generalisations.

Although it is beyond the capacity of the researcher to review all the related literature information about the works already done due to time and money constraints, a few review of related studies is presented below in two headings.

2.1 Studies done Abroad.

2.2 Studies done in India.

2.1 Studies done Abroad

Cosby, A. (1978) in his study on career decisions and attainment of rural youth found that sex is more important social origin variable in the context of occupational preference than either race or socio economic status. The study showed that girls perceived their occupational choices to be much more restricted, but the selection of housewife was more likely to be expressed as an expectation than an aspiration. Although early marital plans were found to depress the educational attainment levels of both males and females, the negative effects were considerably greater for women.

Super (1984) introduced the concept of career readiness or career maturity in his career developmental theory and defined it as one's readiness for career decision making. Career readiness or maturity therefore is a continuous development process that can be segmented into a series of stages and tasks. These are orientation toward work, planning, consistency of vocational preference and wisdom of vocational preferences. Together with this process, individuals should increasingly gain the ability and skills to make sound career decisions. Failure to do so results in career indecision.

Garton and Cartmell (1999) studied career choices and factors influencing career change among agricultural education graduates. They suggested that “Teacher educators need to understand why graduates leave their selected careers or why they never enter the profession”. In order to reverse the trend of individuals who do not pursue careers in agriculture, it is important to understand the motivational factors and rewards that lure people into a particular career.

Okon (2001) is of the view that economic development and incentives in a country dictate occupational choice. He maintained that in primitive societies choices are highly curtailed or non-existent while in developed economies the possibilities of choices are much greater. He further indicated that in the earlier times when our economy was relatively young some types of occupation and profession are totally unheard, for instance fields such as garbage collection, public relations, beauticians, internal decoration, real estate, journalism, pharmacy, professional footballers and dietician.

Duane H. Bajema and others (2002) studied the educational and occupational aspirations of rural youth and also tried to identify perceived support and barriers to achieve their goals. The study concluded that high school seniors lived in towns and farms had a high level of congruence between educational and occupational aspiration. A high level of congruence was observed between the students’ occupational aspiration and their educational goals, revealing that many students were following career paths.

Mburza (2002) viewed career preference as a direct result of political development within a given polity. He again observed that protracted military rule and their squander mania had led many young people to aspire for career in army, in other words political development in any country dictates the type of occupation to be in demand.

Okafor (2004) in his study found that most secondary school students selected Law, Medicine, Accountancy, Engineering, Business Administration, Teaching, Nursing, Secretarial work and Military service as career in that order. The study further revealed that 80% of the students cited material gains in terms of salaries and emoluments; parental pressure (60%), peer groups (50%), interest (50%), career Information (45%), prestige (40%), relatives and significant others (30%) as the factors responsible for their choice of careers.

Esters, L. T., and Bowen, B. E., (2005) in their investigation on Factors Influencing Career Choices of Urban Agricultural Education Students revealed that the parents and friends are the most influential factor in the choice of career. The study further revealed that the events and experiences reported by students who chose a career in agriculture focused around several themes which included career opportunities, high school educational experiences, and work experiences. Of the students who did not choose a career in agriculture, events and experiences cited having other career interests, a lack of interest in agriculture, and a lack of career Opportunities.

Patton, Wendy (2007) investigated the occupational aspirations, occupational expectations, career status aspirations and career status expectations of 925 Australian high school students. The study found that adolescents generally aspired to work within a small range of RIASEC (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) occupational categories. One third of students reported occupational aspiration and expectation discrepancies. Students generally held higher occupational status aspirations than expectations, and male students were more likely to choose professional occupations than female students. Age differences were also found for status expectations but not for status aspirations.

Metz, A. J., Fouad, N. and Ihle-helledy, K. (2009) examined differences in 677 diverse college students' career aspirations and expectations based on gender and ethnicity, and compared their career expectations to the U.S. workforce. This study extended the literature base by exploring discrepancies between occupational aspirations and expectations (aspiration—expectation discrepancy) in terms of Holland code congruence and complexity. Further, this study investigated how perceptions of career barriers, career decision self-efficacy, and differential status identity may be related to the aspiration—expectation discrepancy. Results revealed significant ethnic and gender differences in career aspirations and expectations. The study further revealed that career barriers, career decision self-efficacy, and differential status identity are three factors that may be related to the aspiration—expectation discrepancy.

Another important study undertaken by Talib, Mansor Abu and Aun, Tan Kit (2009) to identify the Predictors of Career Indecision among Malaysian Undergraduate Students

revealed that female undergraduates with high academic achievement and low occupational information, and vocational identity were more unlikely to have decided on their career.

Creed, Peter A. (2010) surveyed the 506 Australian high school students on career development and personal functioning. The study revealed that the work bound students had the poorest career development and personal functioning, the university students had the highest, whereas the college bound students falling in-between the two groups. The findings further suggested a relationship between career development and personal functioning in high school students.

Hirschi, Andreas (2010) investigated the content, realism, stability and coherence of the career aspirations of 262 students in seventh grade in Switzerland. The content analysis revealed that 82% of the participants named at least one realistic career aspiration and aspirations showed clear resemblance to existing opportunities in the environment. Quantitative analysis confirmed the hypothesis that realism and stability of aspirations over a 10 month period could better be predicted by individual degree of career adaptability as measured by planfulness and exploration than by chronological age when grade level was controlled for. The study further revealed that students attending basic scholastic requirements school tracks were more adaptable but not more realistic, stable or coherent aspirations compared to students in advanced requirements tracks.

Sara, Safyanu Shuaibu (2010) made a study on Effects of Learning Styles on Career Preferences of Senior Secondary School Students in Jigawa state, Nigeria. Here, the author revealed existence of significant sex difference in learning styles as well as in career preference. The author showed that student's particular learning style greatly affects his choice or preference of one career over the other. The study further revealed that the Female students tend to incline to artistic related careers whereas Male students select scientific related careers.

Cochran, Daria B. (2011) investigated the relationship between adolescent occupational aspirations and midlife career success. The author hypothesised that parent's socio-economic status, ability and gender predict adolescents' occupational aspirations and influence career achievement in later life. The results revealed that socio-economic status and ability influenced that formation of occupational aspirations and ability and gender predicted career achievement in later life. Additionally, occupational aspirations predicted career

achievement in later life. It was also reported that adolescent girls achieved less career success in midlife than did adolescent boys.

Dewitt, Jennifer (2011) investigated the science aspirations and career paradox among minority ethnic students. The study revealed that students' aspirations in science were most strongly predicted by parental attitudes to science, attitude towards school science, self-concept in science, images of scientists and engagement in science related activities outside of school. Moreover 'Asian' students appeared to exhibit a highly positive set of attitude towards science and aspirations in science particularly when compared with white students.

Hou, Zhi-Jin & Leung, S. Alvin (2011) examined the vocational aspirations and parental vocational expectations of Chinese high school students through using a demographic questionnaire and an occupations list. The occupations list consisted of 126 occupational titles evenly distributed across the six Holland types. The expectations of parents were compared to the aspirations of children according to the occupational field, prestige and sex-type of occupations. The study revealed that the expectation-aspiration gap was relatively small for occupational field but the gap was larger for occupational prestige and sex-type. There were also gender differences for both expectations (parents' expectation toward sons and daughters) and aspirations (aspirations of male and female students).

Howard, Kimberly A.S. and others (2011) examined the influence of gender, socio-economic status and race/ethnicity on the career aspirations of over 22000 8th and 10th grade youth. The top five occupations identified by youth as aspirations included, artist, lawyer, musician, FBI agent and actor/actress. The study further revealed significant main effects for socio economic status and race/ethnicity as well as significant interaction effects.

2.2 Studies done in India

Robert (1988) investigated the socio-economic status and vocational choices of students to find answer to the questions - "Do the vocational choices of higher secondary students depends upon their socioeconomic status?" and "Are the vocational choices of the students relate to the vocational aspirations of parents?" The result of this study highlights that the vocational choices of the higher secondary students were independent of their socio-economic status and vocational aspirations of parents. It was also reported that both boys and

girls had similar vocational choices as regards agriculture, art, literature, commerce, science and social work.

Choudhary (1989) conducted a study of vocational aspiration and academic choice and their relationship with parental background related to education and occupation. The research project reported that about 40% sampled students wanted to be either doctor or engineer. The students selected science stream for their future career. The study did not find relationship between occupations of father and occupation choice of students.

Gupta (1989) conducted an empirical study on Indian sample with regard to the career maturity. She measured the career maturity of subjects employing the Indian adaptation of the Crite's Career Maturity Inventory (CMI, 1978). She reported the main effect of sex on career maturity. Thus, she reported sex as an important predictor of career maturity.

Yadav, R. (2000) in his study on the vocational preferences of adolescents in relation to their intelligence and achievement revealed that the highly intelligent students prefer to go to jobs related to the area of Physical Sciences whereas the average and below average intelligence groups did not differ significantly in any of the area. The study further revealed that the level of intelligence influenced the vocational preferences to a great extent, showing that achievement and intelligence had good correlations with the area of physical science and executive jobs.

Mathur, Gul. & Sharma, Prachi (2002) in their study investigated gender differences in career maturity among adolescents and found that boys were significantly different in their attitude towards career choice than girls as boys had more favourable attitude towards career choices as compared to girls. There was no significant difference found between boys and girls in career maturity. It was also found that most of the adolescents had average career maturity.

Kochar (2002) observed that one of the greatest influences on the career preference is the society itself. He indicated that an individual's interest and talent may be towards certain field., for example, teaching, but the society's attitude towards this noble profession may force the individual to Sublimate into the society's approved fields like the fashionable (ABC), army, banking and custom services which are socially recognized as viable fields.

Yadav, R. K. (2005) conduct a study on the relationship between needs and vocational preferences of adolescents. The objectives of the study were (i) To find out the relationship between needs and vocational preferences of students of XI Class; (ii) to measure the needs of Class XI students; and (iii) to find out the vocational preferences of Class XI students. The sample consisted of 200 students of Class XI belonging to the faculties of Arts, Science and Commerce. Tools used were Tripathi's Personal Preference Schedule (TTPS) and Thurston's Vocational Interest Schedule for measuring the vocational preferences of students. Statistical techniques like Mean, S.D. and Co-efficient of correlation were used to analyze the data. Major findings of the study were: (1) the students have high need achievement. The need exhibition was the lowest of all. The students have given highest preference to executive work and least preference to the jobs related to music. The administrative work has been preferred most. (2) Need achievement has got negative correlation with biological sciences. Need deference has no significant correlation with any of the vocational areas.

Khan, Khuwaid-Ur-Rehman (2006) made a comparative analysis of occupational aspiration of boy and girl students of senior secondary schools of Delhi. The occupational aspirations of boys and girls studying in senior secondary schools were found almost the same. No significant difference was found between occupational aspirations of girls and boys of all the schools taken together. There was a significant difference between the occupational aspirations of boys' government of schools and girls of government aided schools. A significant difference existed between aspiration of students of government aided boys and government girls schools. Significant difference in the occupational aspiration existed between boys of aided schools and girls of government schools.

Mehta, M., Bajaj, S. and Kumar, V.V. (2006) in their investigation on effects of personality intervention and career intervention programmes on vocational indecision among adolescent boys concluded that the personality intervention programmes were more effective than career intervention programmes in terms of reducing vocational indecision among students.

Saikia, Jyoti Prasad (2008) in the year 2008 in his book "Youth and Career Aspiration" gives importance on career aspiration of college going rural youths. From the investigation, it was clearly observed that though respondents show their aspiration for career, majority of the respondents' show their aspiration to teaching profession and it was

thought to be very prestigious profession in the society. In the study, it was also found that there was no more difference in educational and career aspiration.

Sarmah, Nabanita (2009-10) conducted “A Study on Career Preference Level of the students of class XII of Higher Secondary Schools with special reference to Greater Guwahati”. The study examined the leading factors behind choosing career and the difference in career preference level between boys and girls students. This study reveals that in case of Arts stream, most of the students have average career preference in Mass-media and Journalism and in case of science stream, and most of the students have career preference below average in Mass-media and Journalism. Most of the students are influenced by the factors like personal interest and aspiration.

Kumar, Rajeeb & Dhaliwal, Upreet (2011) investigated the career choices of medical students in an Indian medical college through applying a sectional survey. The sample consists of 282 medical students of all semesters at a medical college. The results revealed that the most preferred career choices were medicine and surgery, followed by orthopaedics; 3 students each chose obstetrics and gynaecology, and anaesthesia; none chose community medicine. Significantly, senior students ‘Personal interest’ was rated by 80% of students as important in influencing their choice, followed by stability (58%), reputation of the specialty (56%) and lifestyle (55%).

Gaikwad, V., D. Sudeepa, Madhukumar, S., (2012) in their study on career preferences and attitude towards the rural health services among the graduating interns of a medical college in Bangalore rural reported that all the interns were aspiring for post-graduation seats; not a single intern wanted to Practice with MBBS degree; only 33 interns (44 %) would like to serve in rural areas; whereas only 7 (9.33%) interns wanted to settle permanently in rural areas and serve rural people. Thus, the authors concluded that the attitude of interns towards the rural service is not favourable.

2.3. Trend Analysis of Related Literature

The foregoing account of the review of related literature has made it clear that although a number of research studies have so far been conducted on career maturity,

occupational aspirations, vocational interests still there is lacking of some areas specially related to identification of career preferences of undergraduate learners of distance mode.

So far the career preferences of students at different level of education are concerned, the review of related literature depicts a mixed picture. Patton, Wendy (2007); Creed, Peter A. (2010); Hirschi, Andreas (2010) and Hou, Zhi-Jin & Leung, S. Alvin (2011) conducted their studies on students of 10th grade or lower level, where as Okafor (2004); Sara, Safyanu Shuaibu (2010); Robert (1988); Khan, Khuwaid-Ur-Rehman (2006) and Sarmah, Nabanita (2009-10) studied the variable taking higher secondary students as respondents. Although few researchers viz. Garton and Cartmell (1999); Esters, L. T., and Bowen, B. E., (2005); Metz, A. J., Fouad, Nadya and Ihle-helledy, Kris (2009) and Talib, Mansor Abu and Aun, Tan Kit (2009) have conducted their investigation on higher education students, none of the study is conducted to reveal the career preferences of the learners of distance mode of education in general and of Krishna Kanta Handiqui State Open University in particular as the present study does.

Similarly, though few studies have been reported to investigate the influence of sex and locality on career choice of students viz. SEX [Cosby's, A. (1978); Patton, Wendy (2007); Sara, Safyanu Shuaibu (2010); Cochran, Daria B. (2011); Hou, Zhi-Jin & Leung, S. Alvin (2011); Howard, Kimberly A.S. and others (2011); Mathur, Gul. & Sharma, Prachi (2002); Khan, Khuwaid-Ur-Rehman (2006) and Sarmah, Nabanita (2009-10)]; LOCALITY: [Cosby's, A. (1978); Duane H. Bajema and others (2002) and Saikia, Jyoti Prasad (2008)], none of them investigated it so far the learners of distance mode of education is concerned as the present study does.

Further, in Assam two studies could have been tracked in the direction of career choice namely by Saikia, Jyoti Prasad (2008) and Sarmah, Nabanita (2009-10). But, none of the two studies is undertaken on undergraduate learners of distance mode as the present study does.

Considering the inadequacy of research in this direction the need of the present study is realised. The study is first of its kind and as such is expected to fill the gap in this regard.

Chapter-III

METHODOLOGY

Methodology in the context of the research refers to the overall approach to be adopted with respect to the population and sampling design, tools of data collection and techniques of treating data. The validity and accuracy of the findings depend upon the deftness and accuracy of the methodology adopted. Therefore, adopting proper methodology is of utmost importance in any research endeavour. After stating the problem, reviewing the recent developments in the field, formulating the objectives and hypotheses, the researcher has to prepare the plan of work which provides him/her the blue print and directs the activity on desired line so as to reach the predefined goal with accuracy and reliability.

The present study has been conducted under the descriptive method. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, social units, trends, effects, attitudes, beliefs, some behaviour etc.

3.1 Population of the Study

The present study aims at an investigation of the career preferences of undergraduate learners of Krishna Kanta Handiqui State Open University, Assam. Again, the study involves a comparison between male and female as well as rural and urban undergraduate learners with regard to their career preferences. As such, the study includes all the learners irrespective of sex, locality and area/stream of study enrolled in all types of undergraduate degree courses in all the study centres of Krishna Kanta Handiqui State Open University, Assam during the study period 2013-2014 as its population.

The undergraduate (degree) courses offered by KKHSOU during summer, 2013 are namely Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com), Bachelor of Business Administration (BBA), Bachelor of Computer Application (BCA) and

Bachelor of Mass Communication (BMC). The total number of learners enrolled in all the above mentioned undergraduate degree programmes in all the study centres of KKHSOU during Summer, 2013 are 20,479. Hence, all the 20,479 undergraduate learners consists the population of the present study. The details of learners enrolled in different undergraduate degree courses in all the study centres is given below.

Table-3.1: Enrolment of Undergraduate Learners of KKHSOU during Summer 2013.

Sl. No.	Degree Course	Students Strength
1	B.A. (Bachelor of Arts)	19,579
2	B.COM (Bachelor of Commerce)	476
3	BBA (Bachelor of Business Administration)	73
4	BCA (Bachelor of Computer Application)	238
5	BMC (Bachelor of Mass Communication)	113
Total		20,479

Source: KKHSOU Office.

3.2 Sample of the Study

After defining the population, the most important task on the part of the researcher is to draw an adequate representative sample from the population.

In the present study sampling has been done at multi level as illustrated below considering its feasibility.

- (a) Selection of sample Districts
- (b) Selection of sample Study Centres, and
- (c) Selection of sample Learners.

(a) Selection of Sample District:

Since the jurisdiction of KKHSOU is entire Assam, it is not possible to investigate taking the entire area within one year period of time. Hence, considering the feasibility of the study, a total of four (04) districts have been selected purposively. In selecting the sample districts care has been taken to include all types of geographical area. At least one district each from lower, middle and upper Assam has been chosen so as to ensure more representative data. The following districts have been included as sample districts for the present study.

- i. Jorhat
- ii. Sonitpur
- iii. Kamrup (Greater) and
- iv. Dhubri

(b) Selection of Sample Study Centres

Since the present study involves a comparison between rural and urban learners, stratified random sampling method has been employed in selecting the sample study centres from each of the selected districts. Consequently, four (4) study centres from each of the selected districts of which two each for rural and urban areas has been selected as sample study centres. Thus, the total number of study centres for the present study consists $4 \times 4 = 16$, of which 8 each for rural and urban area. District wise name of sample study centres is given below.

Table-3.2: Sampled Study Centres along with enrolment in different UG degree programmes (B.A, B.COM, BBA, BCA, BMC).

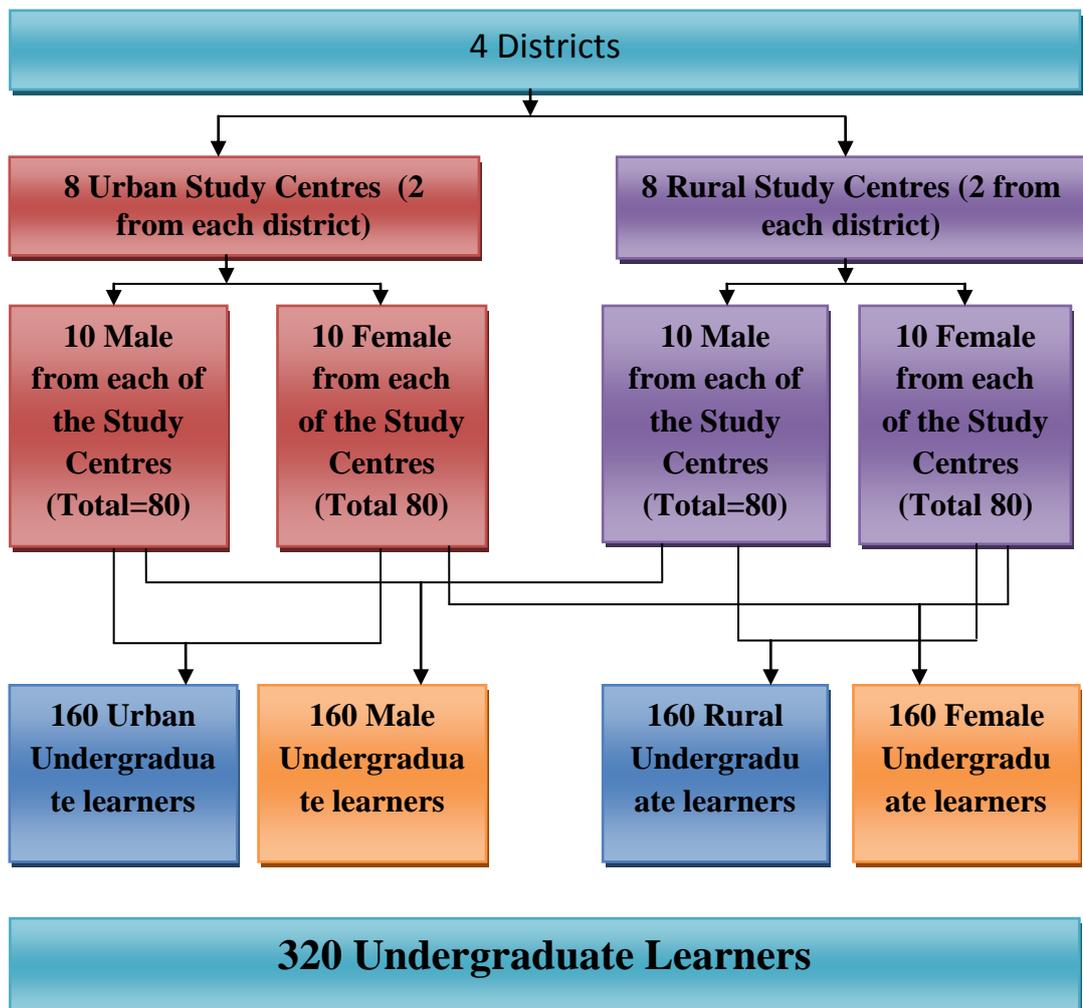
Sl. No.	Name of the Study Centre	Student Enrolment in UG degree Programme*	District
1	Tezpur College	294	Sonitpur
2	Biswanath College	217	
3	Chatia College	62	
4	Chaiduar College	104	
5	Jigyas Academy	55	Kamrup (Greater)
6	S.K. Hazarika College	193	
7	Chaygaon College	78	
8	Rangia T.T. College	269	
9	J.B. College	198	Jorhat
10	Bahona College	4	
11	Cinnamara College	171	
12	Kakojan College	41	
13	Pramathesh Barua College, Gauripur	141	Dhubri
14	Bilasipara College	230	
15	Hatsingimari Jr. College, South Salmara	39	
16	Mankachar College	48	

*Source: KKHSOU Office

(b) Selection of Sample Learners

Since the study involves a comparison between male and female learners, Stratified Random Sampling method has been employed for selection of sample learners from each selected study centres. 20 undergraduate learners have been selected from each of the study centres (*total sampled study centre is 16, 8 rural and 8 urban*) of which 10 each for male and female. Thus, the total number of sample consists of $20 \times 16 = 320$ undergraduate learners of which 160 are male (80 rural and 80 urban) and 160 are female (80 rural and 80 urban) learners. The Sampling Design is shown in Chart-1 below.

Chart- 1: Layout of Sample



3.3 Data Gathering Tool

Since, standardised tool relevant to the study is available, it is decided to use as such. In the present study the under mentioned tool have been employed considering the objectives of the study and feasibility of its use.

- a) **Career Preference Record (CPR-BB)** by Vivek Bhargava and Rajashree Bhargava.

Description of the Tool

The Career Preference Record (CPR-BB) is a standardized tool, the validity and reliability of which is determined at satisfactory level by the authors. The scale measures career preferences in 10 main areas. These are Mass Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM, Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO), and Education (E).

The scale is uniformly designed so far all the 10 areas of career are concerned. Each of the 10 areas of career involves 20 careers titles, hence, the total careers titles incorporated in the scale is $10 \times 20 = 200$. The respondents has to put a tick mark in the square box provided beside each of the career title if he/she prefers the same and put a cross mark if he/she does not prefer the career. Every tick mark carries one (1) score and every cross mark carries zero (0) score. Since every areas of carer involve 20 career titles, hence the possibility of scoring maximum in each area is 20 and minimum is 0. All the 200 career titles belonging to 10 areas are presented in random order to eliminate a particular response set on any specific career area.

The details of the *Career Preference Record* (CPR-BB) specifying the career titles incorporated in each of the 10 areas of career are mentioned in Table-3.3 below.

Table-3.3: Careers Incorporated in the Career Preference Record (CPR-BB).

Sl No.	Areas of Career	Careers Incorporated
1	Mass Media and Journalism (MMJ)	T.V. Journalist, News Paper Editor, Crime Reporter, News Reader, Cartoonist, News Critic, Script Writer, Press Photographer, Film Reporter, Cameraman, Radio Journalist, Film Producer, Film Director, Sound Technician, Radio Announcer, T.V. Announcer, Cyber Point Operator, Magazine Reporter, Cable Operator, and Commentator.
2	Artistic and Designing (AD)	Dancer, Magician, Fashion Designer, Furniture Designer, Textile Designer, Jewellery Designer, Beautician, Model, Stage Director, Painter, Singer, Musician, Advertising Director, Exhibition Designer, Footwear Designer, Interior Designer, Graphic Designer, Sculptor, Artist, and Industrial Designer.
3	Science and Technology (ScT)	Electric Engineer, Electrical Engineer, Chemical Engineer, Computer Engineer, Software Engineer, Food Technologist, Astronomist, Agriculture Engineer, Architect, Microbiologist, Atomic Scientist, Anthropologist, Mechanical Engineer, Automobile Engineer, Marine Engineer, Environmental Scientist, Aeronautical Engineer, Bio-chemist, Petroleum Engineer, and Mathematician.
4	Agriculture (AG)	Poultry Farmer, Soil Specialist, Farmer, Gardener, Plant Breeder, Fishery Scientist, Mineral Specialist, Agriculture Teacher, Rural Manager, Food Inspector, Agriculture Scientist, Veterinary Scientist, Horticulturist, Dairy Farmer, Fertilizer Shopkeeper, Forest Officer, Agriculture Inspector, Fertilizer Specialist, Agriculture Engineer, and Agriculture Researcher.

5	Commerce and Management (CM)	Personal Secretary, Shopkeeper, Wholesaler, Marketing Manager, Stock Broker, Sales Executive, Cashier, Salesman, Bank Clerk, Personal Manager, Computer Operator, Chartered Accountant, Company Secretary, Finance Manager, Custom Broker, Surveyor, L.I.C. Agent, Transporter, Production Manager, and Export-Import Manager.
6	Medical (M)	Gastrologist, Dentist, Pharmacist, Anaesthetist, Speech Therapist, Radiologist, Surgeon, Skin Specialist, Pathologist, Veterinary Doctor, Physician, Urologist, Eye Specialist, Psychiatrist, Homeopathic Doctor, Cardiologist, Child Specialist, Neuro-Surgeon, Gynaecologist, and Physiotherapist.
7	Defence (D)	Platoon Commander, Subedar, Air Traffic Controller, Group Captain, Soldier, Fighter Controller, Commander, Rear Admiral, General (Army), Air Marshal, Colonel, Fighter Bomber, Lieutenant, Captain, Major, Squadron Leader, Commodore, Wing Commander, Flying Officer, and Brigadier
8	Tourism and Hospitality Management (TH)	Banquet Manager, Historian, Museum Curator, Tour Secretary, Club Manager, Archaeologist, Hotel Decorators, Travel Agent, Receptionist, Food & Beverage Manager, Chief, Air Hostess, Waiter, Reservation Manager, Restaurant Manager, Public Relation Manager, Tour Manager, Tour Guide, Taxi Driver, and House Keeper,
9	Law and Order (LO)	Tax Lawyer, Munsif Magistrate, Solicitor, Notary, District Magistrate, Indian Foreign Service, I.A.S., Custom Officer, Civil Lawyer, Political Leader, Judge, Sub-Divisional Magistrate, Senior Superintendent of Police, Police Inspector, Regional Transport Officer, C.B.I. Officer, Income tax Commissioner, Police Commissioner, Criminal Lawyer, and District Judge.
10	Education (E)	Librarian, Researcher, I.T. Expert, Sports Coach, Education Officer, Lab Technician, Research Guide, Religious Teacher, Assistant Professor, Author, Social Teacher, Music Teacher, Principal, District Inspector of Schools, Vice Chancellor, School Lecturer, Professor, Physical Education Teacher, Director of Education, and Computer Teacher.

3.4 Variables of the Study

Variables are the phenomenon or attributes through which the investigation proceeds in any scientific study. When a variable depends upon or is consequence of another variable it is termed as dependent variable and the variable that is antecedent to the dependent variable is termed as independent variable. In other words independent variable stands for the cause and dependent variable stands for the effect. Independent variables that are not related to the purpose of the study, but may affect the dependent variable are called extraneous variable (Kothari, C. R. 2008).

In the present investigation the Career Preference is regarded as dependent variables, whereas Sex and Locality are treated as independent variables.

3.5 Data Collection

In order to administer the tool, first of all, the coordinators of selected study centres are approached about the objectives of the study and to get permission to administer the tool. Then, the complete list of undergraduate learners enrolled in degree courses in their study centres has been collected and the sampling frame is prepared accordingly. Thereafter, schedule has been finalised with the study centre authority to administer the tools upon the learners on Sundays. Accordingly, the learners are met and requested their cooperation through explaining the nature and objectives of the investigation. The tool is administered individually as well as in group since the tool adopted for the study do has the provision of both type of administration. The same agenda has been followed to collect data from all the sampled study centres.

The secondary data required for the study has been collected from the website and Office of the KKHSOU.

3.6 Procedure of Data Analysis

In order to arrive at objective findings and dependable conclusion, the scores derived for each of the 10 areas of career have been subjected to suitable statistical techniques like ‘mean’, ‘sd’, and ‘t-test’ which are explained in brief as below. The whole analysis is made through using *Statistical Package for Social Sciences (SPSS)* software.

1. Mean scores of all the 10 areas of career has been computed separately for different groups under consideration viz. Male and Female group, Rural and Urban group, Rural Male and Female group and Urban Male and Female group. Since the scale is so designed that all the 10 areas of career has equal probability of scoring i.e. maximum 20 and minimum 0, hence, the preference order of career is determined on the basis of weightage of mean scores of the areas of career for different groups.
2. The t-test has been applied to determine the significance of difference in the mean scores of 10 career areas between different sub-groups under consideration.

The .05 level of confidence interval has been adopted to determine the statistical significance of ‘t’ ratio in all cases.

Chapter-IV

ANALYSIS AND INTERPRETATION OF DATA

In order to answer the research questions, a systematic analysis of the data is the most essential part of any scientific research. Data analysis means studying the collected material from as many angles as possible to discover the inherent facts. The Present Chapter deals with the same. The collected data were carefully and systematically processed and analysed through employing most suitable statistical techniques like mean, standard deviation and t-test etc. according to the detailed procedures described in Chapter-III in order to satisfy the pre-formulated objectives. The whole analysis has been made through using Statistical Package for Social Sciences (SPSS) software.

In order to have a bird eye view of the results of the study, the data have been analysed and presented in the order of the objectives of the study.

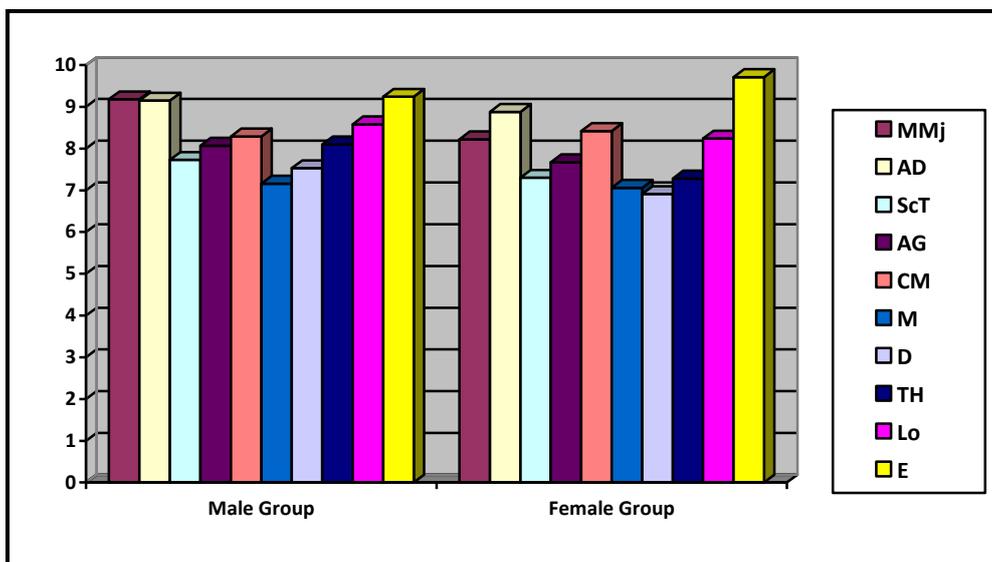
Objective-1: *To study the career preferences of male and female undergraduate learners of KKHSOU.*

For the first objective, the mean scores and standard deviations of different areas of career are calculated separately for the male and female undergraduate learners. As all the areas of career have equal chances of scoring, hence, preference order has been assigned to each of the career areas according to the weightage of respective mean scores separately for the two groups. The result is presented in Table 4.1 and graphically represented through Figure-1.

Table-4.1 Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU.

Areas of Career	Male Group (N=160)			Female Group (N=160)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	9.18	3.65	II	8.22	3.92	V
Artistic and Designing (AD)	9.15	4.19	III	8.88	4.32	II
Science and Technology (ScT)	7.73	4.36	VIII	7.30	4.36	VII
Agriculture (AG)	8.07	4.09	VII	7.67	3.99	VI
Commerce and Management (CM)	8.29	3.97	V	8.42	4.49	III
Medical (M)	7.16	4.24	X	7.06	4.58	IX
Defence (D)	7.53	4.29	IX	6.91	4.27	X
Tourism and Hospitality Management (TH)	8.10	3.94	VI	7.28	4.13	VIII
Law and Order (LO)	8.58	3.79	IV	8.24	4.18	IV
Education (E)	9.24	4.11	I	9.71	4.18	I

Figure-1: Graphical representation of mean scores of different areas of career of male and female undergraduate learners of KKHSOU.



The Table 4.1 shows that the preference order of career areas of male undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.24, 9.18, 9.15, 8.58, 8.29, 8.10, 8.07, 7.73, 7.53 and 7.16 respectively; whereas the preference order is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Science and Technology (ScT), Tourism and Hospitality Management (TH), Medical (M) and Defence (D) with mean scores of 9.71, 8.88, 8.42, 8.24, 8.22, 7.67, 7.30, 7.28, 7.06 and 6.91 respectively so far the female undergraduate learners are concerned. Thus, except 1st and 4th preferred areas which are Education (E) and Law and Order (LO) respectively for both the groups, variance is observed between male and female learners with regard to the remaining 8 areas of career.

Thus, the Table-4.1 reveals that the two most preferred areas of career of male undergraduate learners are Education (E) followed by Mass Media & Journalism (MMJ) whereas these are Education (E) followed by Artistic and Designing (AD) for the female group. Female learners giving more preference to Artistic and Designing related careers than the male group as evident in the result can be attributed to their self interest. This finding also supports the previous findings reported by Sara, Safyanu Shuaibu (2010) and Rahman, A. (2014). Sara, Safyanu Shuaibu (2010) stated that female students tend to incline more towards artistic related careers than male students. Similarly, Rahman, A. (2014) in his study revealed that female undergraduate students are more aesthetic in comparison to their male counterparts.

The Table further reveals that the two least preferred areas of career of male group are Defence (D) followed by Medical, whereas these are Medical (M) followed by Defence (D) for female group. Placing less importance to Defence related career by female group than the male group is corroborated by our general observation in society. There is a cultural stereo-type in Indian society that females are physically weak than male and hence defence related careers should be undertaken by males and not by females.

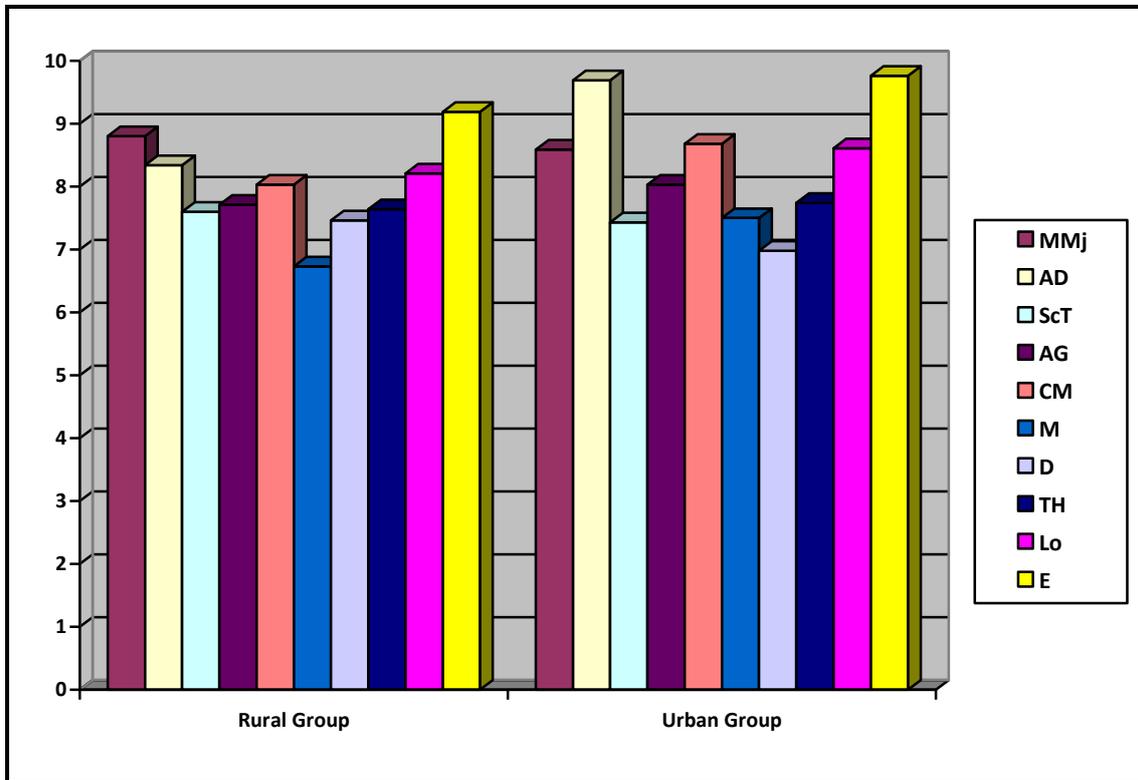
Objective-2: To study the career preferences of Rural and Urban undergraduate learners of KKHSOU.

For the second objective, the mean scores and standard deviations of different areas of career are calculated separately for the rural and urban undergraduate learners. Since, all the areas of career have equal chances of scoring; hence, preference order has been assigned to each of the career areas according to the weightage of respective mean scores separately for the two groups. The result is presented in Table 4.2 and graphically represented through Figure-2.

Table-4.2 Mean scores and preference order of areas of career of Rural and Urban undergraduate learners of KKHSOU.

Areas of Career	Rural Group (N=160)			Urban Group (N=160)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	8.80	4.01	II	8.59	3.55	V
Artistic and Designing (AD)	8.34	4.47	III	9.69	3.89	II
Science and Technology (ScT)	7.60	4.40	VIII	7.43	4.32	IX
Agriculture (AG)	7.71	4.31	VI	8.03	3.76	VI
Commerce and Management (CM)	8.03	4.31	V	8.68	4.14	III
Medical (M)	6.73	4.44	X	7.50	4.35	VIII
Defence (D)	7.46	4.33	IX	6.98	4.24	X
Tourism and Hospitality Management (TH)	7.64	4.31	VII	7.74	3.78	VII
Law and Order (LO)	8.21	4.21	IV	8.61	3.74	IV
Education (E)	9.19	4.56	I	9.76	3.67	I

Figure-2: Graphical representation of mean scores of different areas of career of Rural and Urban undergraduate learners of KKHSOU.



The Table 4.2 shows that the preference order of career areas of rural undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Agriculture (AG), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.19, 8.80, 8.34, 8.21, 8.03, 7.71, 7.64, 7.60, 7.46 and 6.73 respectively; whereas the preference order is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Tourism and Hospitality Management (TH), Medical (M), Science and Technology (ScT), and Defence (D) with mean scores of 9.76, 9.69, 8.68, 8.61, 8.59, 8.03, 7.74, 7.50, 7.43 and 6.98 respectively so far the urban undergraduate learners are concerned. Thus, similarity is observed between rural and urban learners with regard to 1st, 4th, 6th and 7th preferred areas which

are Education (E), Law and Order (LO), Agriculture (AG) and Tourism and Hospitality Management (TH) respectively for both the groups, whereas variance is observed between the two groups with regard to the remaining 6 areas of career.

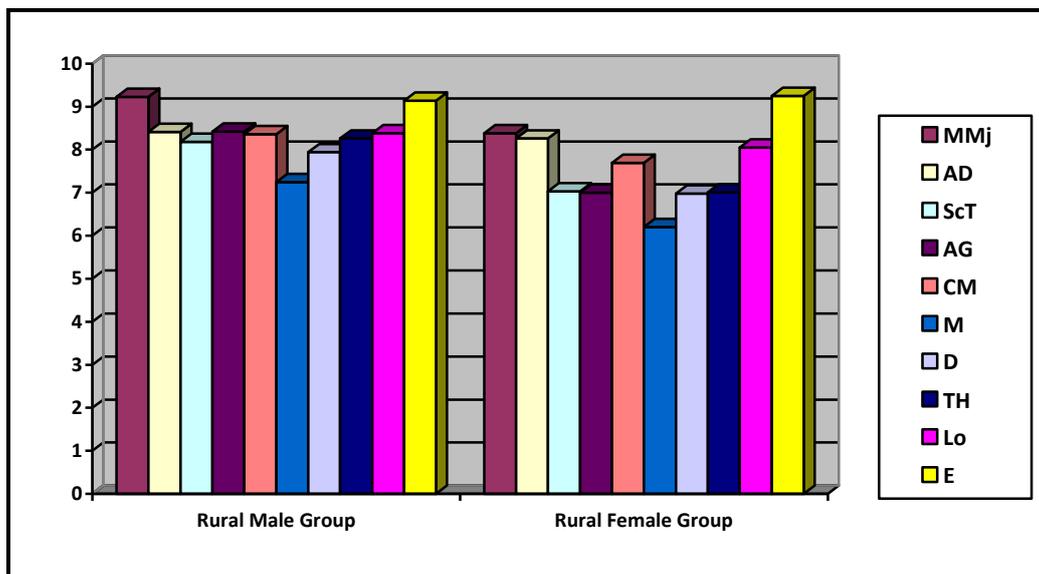
Thus, the Table-4.2 reveals that the two most preferred areas of career of rural undergraduate learners are Education (E) followed by Mass Media & Journalism (MMj); whereas these are Education (E) followed by Artistic and Designing (AD) for the urban group. Commerce and Management (CM) related careers are given 5th preference by rural group whereas these are given 3rd preference by the urban group. Since urban areas are characterised by more business prospects, industries, transportation facilities etc. in comparison to rural area, hence, it is natural that urban learners give more preference to Commerce and Management related careers in relation to rural learners as evident in Table-4.2. The Table further reveals that the two least preferred areas of career of rural group are Defence (D) followed by Medical (M), whereas these are Science and Technology (ScT) followed by Defence (D) for urban group.

The researcher has also made a cross investigation and analysed the career preferences of male and female learners of rural area in order to understand the impact of gender in career preferences of learners of rural area, the results of which have been presented in Table 4.3 and graphically represented through Figure-3.

Table-4.3 Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU in Rural area.

Areas of Career	Rural Male Group (N=80)			Rural Female Group (N=80)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	9.23	3.64	I	8.38	4.43	II
Artistic and Designing (AD)	8.41	4.41	IV	8.26	4.60	III
Science and Technology (ScT)	8.18	4.45	VIII	7.03	4.31	VI
Agriculture (AG)	8.42	4.45	III	7.00	4.06	VIII
Commerce and Management (CM)	8.36	4.13	VI	7.69	4.49	V
Medical (M)	7.25	4.54	X	6.20	4.29	X
Defence (D)	7.94	4.24	IX	6.98	4.40	IX
Tourism and Hospitality Management (TH)	8.26	4.15	VII	7.01	4.41	VII
Law and Order (LO)	8.38	3.95	V	8.05	4.48	IV
Education (E)	9.14	4.77	II	9.25	4.38	I

Figure-3: Graphical representation of mean scores of different areas of career of Male and Female undergraduate learners of KKHSOU in Rural area.



The Table 4.3 shows that the preference order of career areas of male undergraduate learners in rural area is Mass Media and Journalism (MMJ), Education (E), Agriculture (AG), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.23, 9.14, 8.42, 8.41, 8.38, 8.36, 8.26, 8.18, 7.94 and 7.25 respectively; whereas the preference order is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Science and Technology (ScT), Tourism and Hospitality Management (TH), Agriculture (AG), Defence (D) and Medical (M) with mean scores of 9.25, 8.38, 8.26, 8.05, 7.69, 7.03, 7.01, 7.00, 6.98 and 6.20 respectively so far the female undergraduate learners of rural area are concerned. Thus, the two most preferred areas of career of male undergraduate learners in rural area are Mass Media & Journalism (MMj) followed by Education (E) whereas these are interchanged in case of female group in rural area i.e. Education (E) followed by Mass Media & Journalism (MMj). On the other hand, the two least preferred areas of career of both the group is similar i.e. Defence (D) followed by Medical (M).

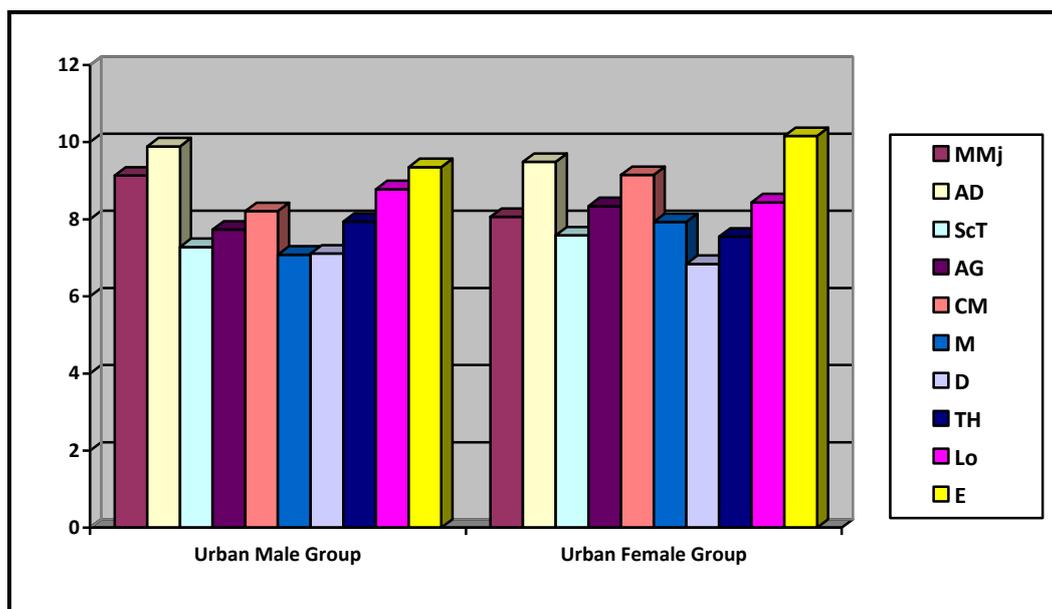
The result also reveals that except 7th, 9th and 10th preferred areas which are Tourism and Hospitality Management (TH), Defence (D) and Medical (M) respectively for both the groups variance is observed between male and female learners in rural area with regard to the remaining 7 areas of career. Thus it can be inferred that except Tourism & Hospitality Management (TH), Defence (D) and Medical (M) related careers, gender has influence in the preference order of the remaining 7 areas of career viz. Mass Media and Journalism (MMj), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Law and Order (LO) and education (E), so far the undergraduate learners in rural area are concerned.

Since gender has influenced in career preference of learners in rural area as discussed before, it also becomes important to see the gender impact in career preference in case of urban area, which is reflected in the following Table-4.4 and Figure-4 in the form of mean scores and career preference of male and female learners in urban area.

Table-4.4 Mean scores and preference order of areas of career of Male and Female undergraduate learners of KKHSOU in Urban area.

Areas of Career	Urban Male Group (N=80)			Urban Female Group (N=80)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	9.13	3.69	III	8.06	3.36	VI
Artistic and Designing (AD)	9.89	3.84	I	9.49	3.96	II
Science and Technology (ScT)	7.28	4.24	VIII	7.58	4.43	VIII
Agriculture (AG)	7.73	3.68	VII	8.34	3.83	V
Commerce and Management (CM)	8.21	3.82	V	9.15	4.40	III
Medical (M)	7.08	3.93	X	7.93	4.73	VII
Defence (D)	7.11	4.33	IX	6.84	4.17	X
Tourism and Hospitality Management (TH)	7.94	3.73	VI	7.55	3.85	IX
Law and Order (LO)	8.78	3.61	IV	8.44	3.88	IV
Education (E)	9.35	3.34	II	10.16	3.95	I

Figure-4: Graphical representation of mean scores of different areas of career of Male and Female undergraduate learners of KKHSOU in Urban area.



The Table 4.4 shows that the preference order of career areas of male undergraduate learners in urban area is Artistic and Designing (AD), Education (E), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.89, 9.35, 9.13, 8.78, 8.21, 7.94, 7.73, 7.28, 7.11 and 7.08 respectively; whereas the preference order is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Agriculture (AG), Mass Media and Journalism (MMJ), Medical (M), Science and Technology (ScT), Tourism and Hospitality Management (TH) and Defence (D) and with mean scores of 10.16, 9.49, 9.15, 8.44, 8.34, 8.06, 7.93, 7.58, 7.55 and 6.84 respectively so far the female undergraduate learners of urban area are concerned. Thus, the two most preferred areas of career of male undergraduate learners in urban area are Artistic & Designing (AD) followed by Education (E) whereas these are interchanged in case of female group in urban area i.e. Education (E) followed by Artistic & Designing (AD). On the other hand, the two least preferred areas of career of male group is Defence (D) followed by Medical (M), while these are Tourism and Hospitality Management (TH) followed by Defence (D) for the female group.

The Table-4.4 also reveals that except 4th and 8th preferred areas which are Law & Order (LO) and Science and Technology (ScT) respectively for both the groups, variance is observed between male and female learners in urban area with regard to the remaining 8 areas of career. Thus, it can be inferred that except Law & Order (LO) and Science and Technology (ScT) related careers, gender has influence in the preference order of the remaining 8 areas of career viz. Mass Media and Journalism (MMj), Artistic and Designing (AD), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH) and education (E) so far the undergraduate learners in urban area are concerned.

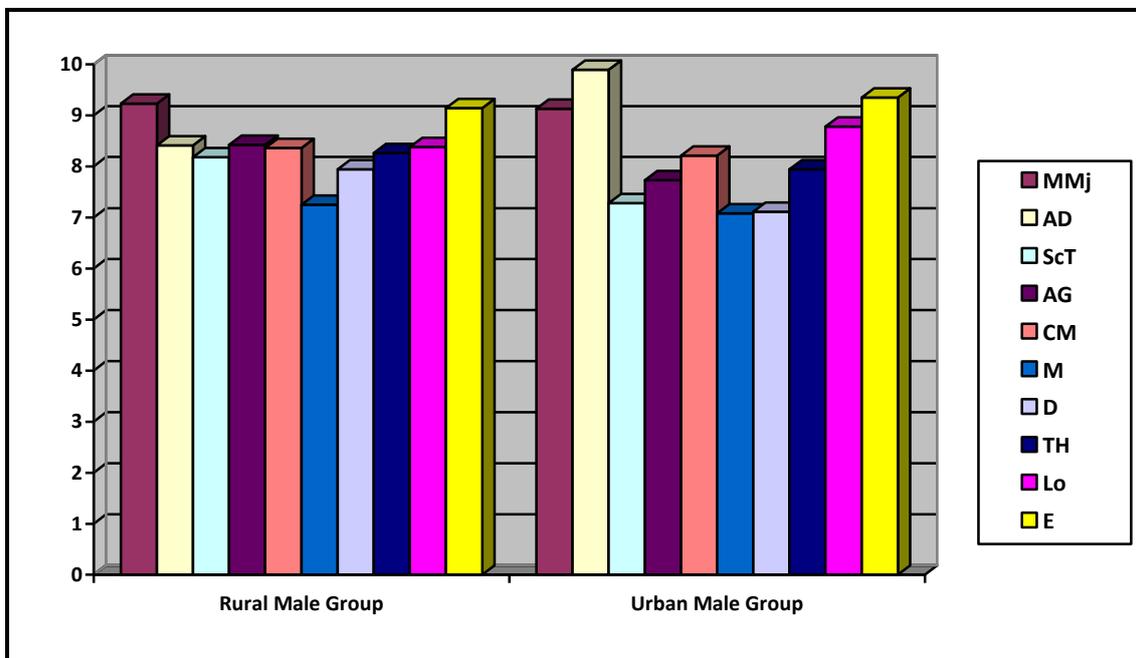
The investigator has also tried to assess the impact of locality in career preferences through controlling the impact of gender. Hence, preference order of career areas between male learners of rural and urban area as well as female learners of rural and urban area are identified and presented together. The following Table-4.5 and

Figure-5 presents the mean scores and career preferences of male undergraduate learners of rural and urban area.

Table-4.5 Mean scores and preference order of areas of career of Male undergraduate learners of KKHSOU in Rural and Urban area.

Areas of Career	Rural Male Group (N=80)			Urban Male Group (N=80)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	9.23	3.64	I	9.13	3.69	III
Artistic and Designing (AD)	8.41	4.41	IV	9.89	3.84	I
Science and Technology (ScT)	8.18	4.45	VIII	7.28	4.24	VIII
Agriculture (AG)	8.42	4.45	III	7.73	3.68	VII
Commerce and Management (CM)	8.36	4.13	VI	8.21	3.82	V
Medical (M)	7.25	4.54	X	7.08	3.93	X
Defence (D)	7.94	4.24	IX	7.11	4.33	IX
Tourism and Hospitality Management (TH)	8.26	4.15	VII	7.94	3.73	VI
Law and Order (LO)	8.38	3.95	V	8.78	3.61	IV
Education (E)	9.14	4.77	II	9.35	3.34	II

Figure-5: Graphical representation of mean scores of different areas of career of Male undergraduate learners of KKHSOU in Rural and Urban area.



The Table 4.5 shows that the preference order of career areas of male undergraduate learners in rural area is Mass Media and Journalism (MMJ), Education (E), Agriculture (AG), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.23, 9.14, 8.42, 8.41, 8.38, 8.36, 8.26, 8.18, 7.94 and 7.25 respectively; whereas the preference order is Artistic and Designing (AD), Education (E), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.89, 9.35, 9.13, 8.78, 8.21, 7.94, 7.73, 7.28, 7.11 and 7.08 respectively so far the male undergraduate learners of urban area are concerned.

Thus, the two most preferred areas of career of male undergraduate learners in rural area are mass Media & Journalism (MMj) followed by Education (E) whereas these are Artistic & Designing (AD) followed by Education (E) for the male group of

urban area is concerned. On the other hand, the two least preferred areas of career of male group of both rural and urban area is same i.e. Defence (D) followed by Medical (M). A prominent variation is observed between the two groups with respect to the ranking order of Agriculture (AG) area. It is placed at 3rd position by rural male group while at 7th position by the urban male group. This can be attributed to the direct impact of locality. The rural areas are the hub of cultivation and hence it is natural for rural learners to motivate towards it and prefer the agriculture related career much than the urban learners.

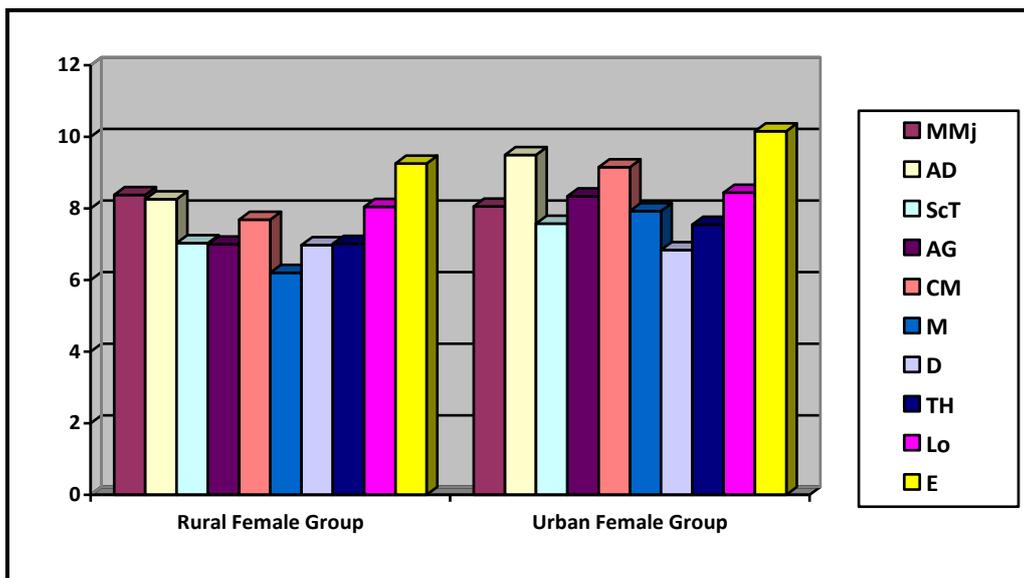
The Table-4.5 further reveals that except 2nd, 9th and 10th preferred areas which are Education (E), Defence (D) and Medical (M) respectively for both the group, variance is observed between male learners of rural and urban area with regard to the remaining 7 areas of career. Thus, it can be inferred that except Education (E), Defence (D) and Medical (M) related careers, locality has influence in the preference order of the remaining 7 areas of career viz. Mass Media and Journalism (MMj), Artistic and Designing (AD), Science & Technology (ScT), Agriculture (AG), Commerce and Management (CM), Tourism and Hospitality Management (TH) and Low & Order (LO) so far the male undergraduate learners are concerned.

Since variance is found in the career preferences between male learners of rural and urban area, hence the investigator has also tried to identify the preference order of career areas between female learners of rural and urban which is presented in Table-4.6 and graphically represented through Figure-6 as below.

Table-4.6 Mean scores and preference order of areas of career of Female undergraduate learners of KKHSOU in Rural and Urban area.

Areas of Career	Rural Female Group (N=80)			Urban Female Group (N=80)		
	Mean	SD	Preference	Mean	SD	Preference
Mass Media and Journalism (MMj)	8.38	4.43	II	8.06	3.36	VI
Artistic and Designing (AD)	8.26	4.60	III	9.49	3.96	II
Science and Technology (ScT)	7.03	4.31	VI	7.58	4.43	VIII
Agriculture (AG)	7.00	4.06	VIII	8.34	3.83	V
Commerce and Management (CM)	7.69	4.49	V	9.15	4.40	III
Medical (M)	6.20	4.29	X	7.93	4.73	VII
Defence (D)	6.98	4.40	IX	6.84	4.17	X
Tourism and Hospitality Management (TH)	7.01	4.41	VII	7.55	3.85	IX
Law and Order (LO)	8.05	4.48	IV	8.44	3.88	IV
Education (E)	9.25	4.38	I	10.16	3.95	I

Figure-6: Graphical representation of mean scores of different areas of career of Female undergraduate learners of KKHSOU in Rural and Urban area.



The perusal of result depicted in Table 4.6 shows that the preference order of career areas of female undergraduate learners in rural area is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Science and Technology (ScT), Tourism and Hospitality Management (TH), Agriculture (AG), Defence (D) and Medical (M) with mean scores of 9.25, 8.38, 8.26, 8.05, 7.69, 7.03, 7.01, 7.00, 6.98 and 6.20 respectively; whereas this order is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Agriculture (AG), Mass Media and Journalism (MMJ), Medical (M), Science and Technology (ScT), Tourism and Hospitality Management (TH) and Defence (D) and with mean scores of 10.16, 9.49, 9.15, 8.44, 8.34, 8.06, 7.93, 7.58, 7.55 and 6.84 respectively so far the female undergraduate learners of urban area are concerned.

Thus, the two most preferred areas of career of female undergraduate learners in both rural and urban area is same i.e. Education, while the second preferred area is Mass Media & Journalism (MMj) for the rural female group and Artistic & Designing (AD) for the urban female group. On the other hand the two least preferred career area of the former group is Defence (D) followed by Medical (M) while these are Tourism and Hospitality Management (TH) followed by Defence for the alter group.

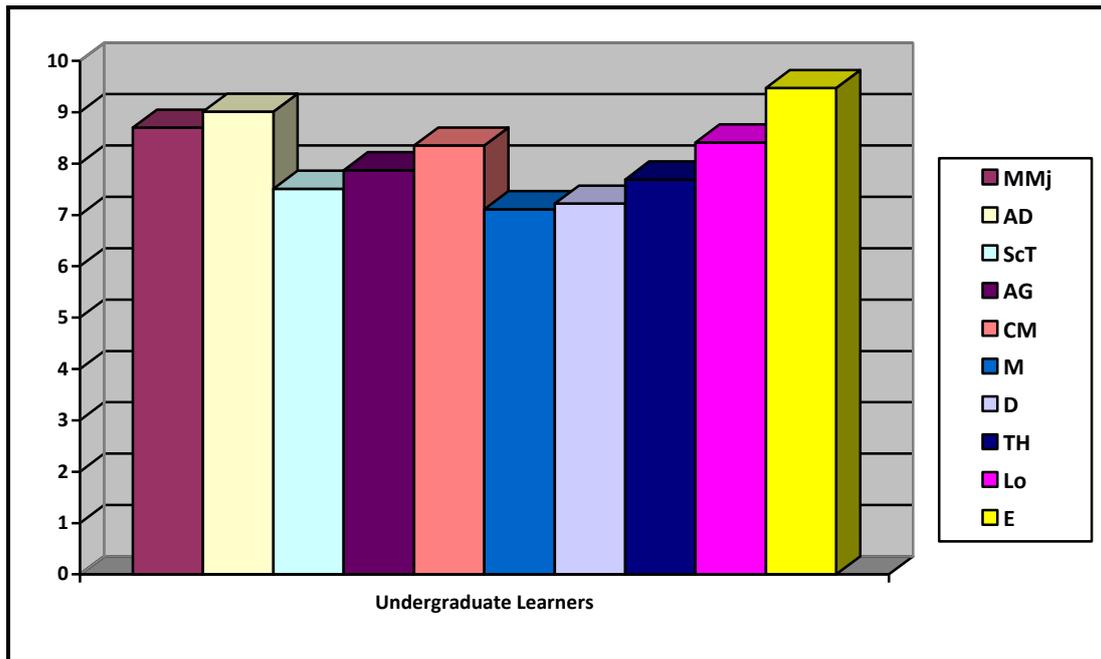
The Table-4.6 further reveals that except 1st and 4th preferred areas which are Education (E), Law & Order (LO) respectively for both the group, variance is observed between female learners of rural and urban area with regard to the remaining 8 areas of career. Thus, it can be inferred that except Education (E), and Law & Order (LO) related careers, locality influences in the preference order of the remaining 8 areas of career viz. Mass Media and Journalism (MMj), Artistic and Designing (AD), Science & Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D) and Tourism and Hospitality Management (TH) far the female undergraduate learners are concerned.

The researchers has also identified the career preference of undergraduate learners as a whole irrespective of their gender and locality, the result of which is presented in Table-4.7 and through Figure-7 as below

Table-4.7 Mean scores and preference order of areas of career of undergraduate learners of KKHSOU

Areas of Career	Undergraduate Learners (N=320)		
	Mean	SD	Preference
Mass Media and Journalism (MMj)	8.70	3.81	III
Artistic and Designing (AD)	9.01	4.25	II
Science and Technology (ScT)	7.51	4.36	VIII
Agriculture (AG)	7.87	4.04	VI
Commerce and Management (CM)	8.35	4.23	V
Medical (M)	7.11	4.41	X
Defence (D)	7.22	4.28	IX
Tourism and Hospitality Management (TH)	7.69	4.09	VII
Law and Order (LO)	8.41	3.98	IV
Education (E)	9.47	4.15	I

Figure-7: Graphical representation of mean scores of different areas of career of undergraduate learners of KKHSOU.



The Table 4.7 shows that the preference order of career areas of undergraduate learners irrespective of their gender and locality is Education (E), Artistic and Designing (AD), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and Management (CM), Agriculture (AG), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M) with mean scores of 9.47, 9.01, 8.70, 8.41, 8.335, 7.87, 7.69, 7.51, 7.22 and 7.11 respectively;

Thus, the foregoing analysis presented in Table-6.1 to Table-6.7 describes the career preferences of undergraduate learners of KKHSOU. The analysis reveals that certain areas of career are ranked higher by most of the groups of respondents under consideration viz. male and female undergraduate learners of rural as well as urban area, male and female learners irrespective of their locality; and rural and urban learners irrespective of their gender; and entire undergraduate learners irrespective of their gender and locality. These higher ranked areas of career are Education (E), Mass Media & Journalism (MMj), Artistic & Designing (AD) and Law & Order (LO). Education (E) is ranked at either 1st or 2nd position by all the groups under consideration. It is placed at 1st position by male and female group irrespective of their locality, rural as well as urban group irrespective of their gender, female group of rural as well as urban area, and by the total undergraduate learners group irrespective of their gender and locality. The remaining two groups of learner viz. male of rural and urban area placed Education (E) at 2nd place.

Similarly, Mass Media & Journalism (MMJ) is placed 1st rank by rural male group, 2nd rank by rural female group, male group irrespective of locality and rural group irrespective of gender. It is given 3rd rank by urban male group and the learners irrespective of their locality as well as gender.

Artistic and Designing (AD) related careers are placed at 1st position by urban male group; 2nd position by urban female group, male as well as female group irrespective of their locality, urban group irrespective of gender and by total group irrespective of their gender as well as locality. It is given 3rd and 4th rank by rural male and rural female group respectively.

Law and Order (LO) area of career is given 4th preference by all the groups under consideration of the study except the rural male group who placed it at 5th position.

On the other hand, the two least preferred areas of career by most of the groups of respondents are Medical (M) and Defence (D). The male group, rural group, rural male as well as rural female group, urban male group and the total group has placed Defence (D) at 9th position, whereas the remaining groups of respondent viz. female group, urban group and urban female group placed it at 10th position. Similarly, Medical (M) area of career is 10th or least preferred area for male group, rural group, rural male as well as female group, urban male group and the total group, whereas it is given 9th position by female group; and 8th position by urban group and urban female group.

Thus, it can be rightly inferred from the above paragraphs that Education (E), Mass Media & Journalism (MMj), Artistic & Designing (AD) and Law & Order (LO) are frequently preferred areas of career of undergraduate learners of KKSOU irrespective of their locality and gender, while Medical (M) and Defence (D) related careers are their least preferred career areas.

Objective-3: *To examine whether there is significant difference between male and female undergraduate learners of KKHSOU in their career preferences.*

Ho₁: *There is no significant difference between male and female undergraduate learners of KKHSOU in their career preferences.*

To find out the result related to the third objective, ‘t-test’ has been employed on the mean scores of each of the 10 areas of career between the male and female undergraduate learners, the result of which is highlighted in Table-4.8. To test the significance of ‘t-ratio’ .05 level of confidence interval is taken into consideration.

Table-4.8 Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU.

Areas of Career	Male Group (N=160)		Female Group (N=160)		t- value	Stat us
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	9.18	3.65	8.22	3.92	2.26	S
Artistic and Designing (AD)	9.15	4.19	8.88	4.32	.58	NS
Science and Technology (ScT)	7.73	4.36	7.30	4.36	.87	NS
Agriculture (AG)	8.07	4.09	7.67	3.99	.89	NS
Commerce and Management (CM)	8.29	3.97	8.42	4.49	.28	NS
Medical (M)	7.16	4.24	7.06	4.58	.20	NS
Defence (D)	7.53	4.29	6.91	4.27	1.29	NS
Tourism and Hospitality Management (TH)	8.10	3.94	7.28	4.13	1.82	NS
Law and Order (LO)	8.58	3.79	8.24	4.18	.74	NS
Education (E)	9.24	4.11	9.71	4.18	1.00	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The result presented in Table 4.8 indicates the existence of significant difference between male and female undergraduate learners with respect to the career area 'Mass Media & Journalism (MMj)'. As seen from the analysis that the calculated 't' value of 2.26 for the mean score of Mass Media & Journalism (MMJ) area between male and female group is significant at .05 level. On the other hand, the calculated 't' value of the mean scores for the areas of Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found .58, .87, .89, .28, .20, 1.29, 1.82, .74 and 1.00 respectively, which are lower than the critical value of 1.96 at 5% level. Thus, the H_{01} stating ***“There is no significant difference between male and female undergraduate learners of KKHSOU in their career preferences”*** is partly retained and partly rejected. It is rejected with regard to the area of Media & Journalism (MMj), whereas the hypothesis is retained so far the area of Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are concerned.

The Table 4.8 further reveals that with regard to the area of Mass Media & Journalism (MMj), the male group (mean=9.18) significantly outscored the female group (mean=8.22).

Objective-4: *To examine whether there is significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences.*

H_{02} : *There is no significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences.*

To test the 2nd hypothesis, 't-test' has been employed on the mean scores of each of the 10 areas of career between the rural and urban undergraduate learners, the result of which is presented in Table-4.9. To test the significance of 't-ratio' .05 level of confidence interval is taken into consideration.

Table-4.9 Significance of difference in the mean scores of each of the 10 areas of career between Rural and Urban Undergraduate learners of KKHSOU.

Areas of Career	Rural Group (N=160)		Urban Group (N=160)		t- value	Stat us
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	8.80	4.01	8.59	3.55	.48	NS
Artistic and Designing (AD)	8.34	4.47	9.69	3.89	2.87	S
Science and Technology (ScT)	7.60	4.40	7.43	4.32	.37	NS
Agriculture (AG)	7.71	4.31	8.03	3.76	.72	NS
Commerce and Management (CM)	8.03	4.31	8.68	4.14	1.39	NS
Medical (M)	6.73	4.44	7.50	4.35	1.58	NS
Defence (D)	7.46	4.33	6.98	4.24	1.01	NS
Tourism and Hospitality Management (TH)	7.64	4.31	7.74	3.78	.23	NS
Law and Order (LO)	8.21	4.21	8.61	3.74	.88	NS
Education (E)	9.19	4.56	9.76	3.67	1.22	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The table 4.9 reveals that there is significant difference between rural and urban undergraduate learners with respect to only one area of career i.e. Artistic and Designing (AD). The calculated ‘t’ value of the mean scores for the area of Artistic and Designing (AD) between the two group is found 2.87 which is significant at .01 level, hence significant. On the other hand, the calculated ‘t’ value of the mean scores for the areas of Mass Media & Journalism (MMJ), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found .48, .37, .72, 1.39, 1.58, 1.01, .23, .88 and 1.22 respectively, which are lower than the critical value of 1.96 at 5% level, hence statistically insignificant. Thus, the Ho₂ stating *“There is no significant difference between rural and urban undergraduate learners of KKHSOU in their career preferences”* is partly retained and partly rejected. It is

rejected with regard to the area of Artistic and Designing (AD), whereas the hypothesis is retained so far the area of Media & Journalism (MMj), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are concerned.

The Table 4.9 further reveals that with regard to the area of Artistic and Designing (AD) where significant difference is recorded, the urban group (mean=9.69) has outscored the rural group (mean=8.34). Though no such research study could be traced to test the significant difference between learners of rural and urban area with respect to career preference, the present result as urban group is significantly higher than the rural group in preference of Artistic and Designing (AD) related careers seems to fit in our present scenario. The people in general in urban area are better exposed to artistic and designing related opportunities and even job prospects are more in urban area.

The significance of difference in the mean scores of different areas of career between male and female undergraduate learners of rural as well as urban areas is also calculated separately. The result of 't-test' in different areas of career between male and female learners of rural area is presented in Table 4.10. The 5% level of confidence interval is considered to test the significance of 't-value'.

Table-4.10 Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU in Rural area.

Areas of Career	Rural Male Group (N=80)		Rural Female Group (N=80)		t-value	Status
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	9.23	3.64	8.38	4.43	1.33	NS
Artistic and Designing (AD)	8.41	4.41	8.26	4.60	.21	NS
Science and Technology (ScT)	8.18	4.45	7.03	4.31	1.66	NS
Agriculture (AG)	8.42	4.45	7.00	4.06	2.10	S
Commerce and Management (CM)	8.36	4.13	7.69	4.49	.99	NS
Medical (M)	7.25	4.54	6.20	4.29	1.50	NS
Defence (D)	7.94	4.24	6.98	4.40	1.41	NS
Tourism and Hospitality Management (TH)	8.26	4.15	7.01	4.41	1.85	NS
Law and Order (LO)	8.38	3.95	8.05	4.48	.49	NS
Education (E)	9.14	4.77	9.25	4.38	.16	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The Table 4.10 reveals that there is significant difference between male and female undergraduate learners in rural area with respect to only one area of career i.e. Agriculture (AG). The calculated 't' value of the mean scores for the area of Agriculture (AG) between the two group is found 2.10 which is significant at .05 level, hence significant. On the other hand, the calculated 't' value of the mean scores for the areas of Mass Media & Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found 1.33, .21, 1.66, .99, 1.50, 1.41, 1.85, .49 and .16 respectively, which are lower than the critical value of 1.96 at 5% level, hence there is no statistically significant difference between male and female learners with regard to these 9 areas of career so far the rural area is concerned.

The Table 4.10 further reveals that with regard to the area of Agriculture (AG) where significant difference is recorded, the rural male group (mean=8.42) has outscored the rural female group (mean=7.00). Thus it can be inferred that gender has significant influence in the choice of agriculture related area as career so far the rural area is concerned.

The significance of difference in the mean scores of different areas of career between male and female undergraduate learners of urban areas is also calculated through employing 't-test, the result of 'of which is presented in Table 4.11

Table-4.11 Significance of difference in the mean scores of each of the 10 areas of career between Male and Female Undergraduate learners of KKHSOU in Urban area.

Areas of Career	Urban Male Group (N=80)		Urban Female Group (N=80)		t-value	Stat us
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	9.13	3.69	8.06	3.36	1.91	NS
Artistic and Designing (AD)	9.89	3.84	9.49	3.96	.65	NS
Science and Technology (ScT)	7.28	4.24	7.58	4.43	.44	NS
Agriculture (AG)	7.73	3.68	8.34	3.83	1.03	NS
Commerce and Management (CM)	8.21	3.82	9.15	4.40	1.44	NS
Medical (M)	7.08	3.93	7.93	4.73	1.24	NS
Defence (D)	7.11	4.33	6.84	4.17	.41	NS
Tourism and Hospitality Management (TH)	7.94	3.73	7.55	3.85	.65	NS
Law and Order (LO)	8.78	3.61	8.44	3.88	.57	NS
Education (E)	9.35	3.34	10.16	3.95	1.40	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The result of 't-test' presented in Table 4.11 reveals that there is no significant difference between male and female undergraduate learners in urban area with respect to any area of career. The calculated 't' value of the mean scores for the areas of Mass Media & Journalism (MMJ), Artistic and Designing (AD), Science and Technology

(ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found 1.91, .65, .44, 1.03, 1.44, 1.24, .41, .65, .57 and 1.40 respectively, which are lower than the critical value of 1.96 at 5% level, hence there is no statistically significant difference between male and female learners with regard any of the areas of career so far the urban area is concerned. Thus it can be concluded that gender has no significant influence in the choice of the areas of career so far the urban area is concerned.

The investigator has also tried to know the impact of locality in the choice of career areas through controlling the impact of gender. Hence, significant difference between male of rural and urban area as well as between female of rural and urban area has been calculated. The Table 4.12 depicts the result of ‘t-test’ between male learners of rural and urban area.

Table-4.12 Significance of difference in the mean scores of each of the 10 areas of career of Male Undergraduate learners of KKHSOU between Rural and Urban area.

Areas of Career	Rural Male Group (N=80)		Urban Male Group (N=80)		t-value	Stat us
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	9.23	3.64	9.13	3.69	.17	NS
Artistic and Designing (AD)	8.41	4.41	9.89	3.84	2.26	S
Science and Technology (ScT)	8.18	4.45	7.28	4.24	1.31	NS
Agriculture (AG)	8.42	4.45	7.73	3.68	1.06	NS
Commerce and Management (CM)	8.36	4.13	8.21	3.82	.24	NS
Medical (M)	7.25	4.54	7.08	3.93	.26	NS
Defence (D)	7.94	4.24	7.11	4.33	1.22	NS
Tourism and Hospitality Management (TH)	8.26	4.15	7.94	3.73	.52	NS
Law and Order (LO)	8.38	3.95	8.78	3.61	.67	NS
Education (E)	9.14	4.77	9.35	3.34	.33	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The Table 4.12 reveals that there is significant difference between male undergraduate learners of rural and urban area with respect to only one area of career i.e. Artistic and Designing (AD). The calculated 't' value of the mean scores for the area of Artistic and Designing (AD) between the two group is found 2.26 which is significant at .05 level, hence significant. On the other hand, the calculated 't' value of the mean scores for the areas of Mass Media & Journalism (MMJ), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found .17, 1.31, 1.06, .24, .26, 1.22, .52, .67 and .33 respectively, which are lower than the critical value of 1.96 at 5% level, hence there is no statistically significant difference between male learners of rural and urban area with regard to these 9 areas of career.

The Table 4.12 further reveals that with regard to the area of Artistic and Designing (AD) where significant difference is recorded, the urban male group (mean=9.89) has outscored the rural male group (mean=8.41). Since no significant difference is recorded between the two groups with regard to the other career area, hence, it can be rightly inferred that locality has significant influence in the choice of Artistic and Designing (AD) related area as career so far the male gender is concerned.

The significance of difference in the mean scores of different areas of career between female undergraduate learners of rural and urban areas is also calculated through employing 't-test, the result of 'of which is presented in Table 4.13. The 5% level of confidence interval is considered to test the significance of 't-value'.

Table-4.13 Significance of difference in the mean scores of each of the 10 areas of career of Female Undergraduate learners of KKHSOU between Rural and Urban area.

Areas of Career	Rural Female Group (N=80)		Urban Female Group (N=80)		t-value	Stat us
	Mean	SD	Mean	SD		
Mass Media and Journalism (MMj)	8.38	4.43	8.06	3.36	.50	NS
Artistic and Designing (AD)	8.26	4.60	9.49	3.96	1.81	NS
Science and Technology (ScT)	7.03	4.31	7.58	4.43	.79	NS
Agriculture (AG)	7.00	4.06	8.34	3.83	2.14	S
Commerce and Management (CM)	7.69	4.49	9.15	4.40	2.08	S
Medical (M)	6.20	4.29	7.93	4.73	2.42	S
Defence (D)	6.98	4.40	6.84	4.17	.20	NS
Tourism and Hospitality Management (TH)	7.01	4.41	7.55	3.85	.82	NS
Law and Order (LO)	8.05	4.48	8.44	3.88	.59	NS
Education (E)	9.25	4.38	10.16	3.95	1.38	NS

Note: S=Significant at .05 level; NS=Not Significant at .05 level.

The result presented in Table 4.13 reveals that the calculated ‘t’ value for the mean scores of the areas of Agriculture (AG), Commerce and Management (CM), and Medical (M) between female undergraduate learners of rural and urban area are 2.14, 2.08 and 2.42 respectively, which are higher than the critical value of 1.96 at 5% level. Hence, there is significant difference between female undergraduate learners of rural and urban area with respect to these three areas of career viz. Agriculture (AG), Commerce and Management (CM), and Medical (M). On the other hand, the calculated ‘t’ value for the mean scores of Mass Media & Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are found .50, 1.81, .79, .20, .82, .59, and 1.38 respectively, which are lower than the critical value of 1.96 at 5% level, hence, there is no statistically significant difference between female learners of rural and urban area with regard to these 7 areas of career.

The Table 4.13 further reveals that with regard to all the three area of career, where significant difference is recorded, the urban female group has outscored the rural female group. Since no significant difference is recorder between the two groups with regard to the remaining 7 career areas, hence, it can be concluded that locality has significant influence in the choice of Agriculture (AG), Commerce and Management (CM), and Medical (M) related areas as career so far the female gender is concerned.

Thus, the result presented in Table-4.8 to Table-4.13 regarding the significance of difference in the choice of career areas between different groups viz. male and female undergraduate learners of rural as well as urban area, male and female learners irrespective of their locality; and rural and urban learners irrespective of their gender reveals a mixed picture. It is found that out of 10 areas of career under consideration, significant difference is found in only one area of career in between most of the groups, except between rural and urban female group where significant difference is observed in three career areas viz. Agriculture (AG), Commerce & Management (CM) and Medical (M). Male and female group are significantly different in Mass Media & Journalism (MMj) area; Rural and urban group are significantly different in Artistic & Designing (AD) area; Rural male and female group are significantly different in Agriculture (AG); Rural male and Urban male group are significantly different in Artistic & Designing (AD), whereas Urban male and urban female group are not significantly related in any of the areas of career. Since, significant difference is observed between most of the groups in only one area of career out of 10 under consideration, hence it can be rightly concluded that both *Gender* as well as *Locality* are poor indicators of career choice of undergraduate learners of Krishnakanta Handiqui State Open University.

Thus, the foregoing Chapter-IV comprises analysis related to the magnitude of scores on different areas of career among different target groups; preference order of career of different target groups and comparison among these groups with regard to the choice of career areas. The different target groups taken in to consideration are male and female undergraduate learners of KKHSOU in rural as well as urban area. As such, the objectives of the study are fulfilled and hypotheses are tested and reflected in the interpretations made therein.

Chapter – V

FINDINGS, SUGGESTIONS AND CONCLUSION

The present chapter depicts the summary of major findings of the study followed by educational implications & suggestions and conclusion.

5.1 Major Findings of the Study

The summaries of major findings of the study are presented as follows.

- 1) The preference order of career areas of male undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M).
- 2) The preference order of career areas of female undergraduate learners is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Science and Technology (ScT), Tourism and Hospitality Management (TH), Medical (M) and Defence (D).
- 3) The 1st and 4th preferred area of career is same for both male and female undergraduate learners i.e. Education (E) and Law and Order (LO) respectively.
- 4) There is variation between male and female undergraduate learners with regard to the preference order of 8 areas of career viz. Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M) and Defence (D), Tourism and Hospitality Management (TH).
- 5) The preference order of career areas of rural undergraduate learners is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and

Order (LO), Commerce and Management (CM), Agriculture (AG), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M).

- 6) The preference order of career areas of urban undergraduate learners is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Mass Media and Journalism (MMJ), Agriculture (AG), Tourism and Hospitality Management (TH), Medical (M), Science and Technology (ScT), and Defence (D).
- 7) There is similarity between rural and urban undergraduate learners with regard to 1st, 4th, 6th and 7th preferred areas of career which are Education (E), Law and Order (LO), Agriculture (AG) and Tourism and Hospitality Management (TH) respectively for both the groups.
- 8) Rural and urban undergraduate learners differ in the preference order of 6 areas of career. These are Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Commerce and Management (CM), Medical (M) and Defence (D).
- 9) The preference order of career areas of male undergraduate learners in rural area is Mass Media and Journalism (MMJ), Education (E), Agriculture (AG), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M).
- 10) The preference order of career areas of female undergraduate learners in rural area is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Science and Technology (ScT), Tourism and Hospitality Management (TH), Agriculture (AG), Defence (D) and Medical (M).
- 11) There is similarity between male and female undergraduate learners of rural area with respect to 7th, 9th and 10th preferred areas of career. These are Tourism and Hospitality Management (TH), Defence (D) and Medical (M) respectively for

both the groups. On the other hand, the two groups differ in the preference order of 7 areas of career. These are Mass Media and Journalism (MMj), Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Law and Order (LO) and education (E).

- 12) The preference order of career areas of male undergraduate learners in urban area is Artistic and Designing (AD), Education (E), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M).
- 13) The preference order of career areas of female undergraduate learners in urban area is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Agriculture (AG), Mass Media and Journalism (MMJ), Medical (M), Science and Technology (ScT), Tourism and Hospitality Management (TH) and Defence (D).
- 14) There is similarity between male and female undergraduate learners of urban area with respect to 4th and 8th preferred areas of career. These are Law & Order (LO) and Science and Technology (ScT) respectively for both the groups. On the other hand, the two groups differ in the preference order of 8 areas of career. These are Mass Media and Journalism (MMj), Artistic and Designing (AD), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH) and education (E).
- 15) The preference order of career areas of male undergraduate learners in rural area is Mass Media and Journalism (MMJ), Education (E), Agriculture (AG), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M). On the other hand, the preference order of career areas of male undergraduate learners in urban area is Artistic and Designing (AD), Education (E), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and Management (CM), Tourism and Hospitality Management (TH),

Agriculture (AG), Science and Technology (ScT), Defence (D) and Medical (M).

- 16) There is similarity between male undergraduate learners of rural and urban area with respect to 2nd, 9th and 10th preferred areas of career. These are Education (E), Defence (D) and Medical (M) respectively for both the group. On the other hand, the two groups differ in the preference order of 7 areas of career. These are Mass Media and Journalism (MMj), Artistic and Designing (AD), Science & Technology (ScT), Agriculture (AG), Commerce and Management (CM), Tourism and Hospitality Management (TH) and Low & Order (LO).
- 17) The preference order of career areas of female undergraduate learners in rural area is Education (E), Mass Media and Journalism (MMJ), Artistic and Designing (AD), Law and Order (LO), Commerce and Management (CM), Science and Technology (ScT), Tourism and Hospitality Management (TH), Agriculture (AG), Defence (D) and Medical (M). On the other hand, the preference order of career areas of female undergraduate learners in urban area is Education (E), Artistic and Designing (AD), Commerce and Management (CM), Law and Order (LO), Agriculture (AG), Mass Media and Journalism (MMJ), Medical (M), Science and Technology (ScT), Tourism and Hospitality Management (TH) and Defence (D).
- 18) There is similarity between female undergraduate learners of rural and urban area with respect to 1st and 4th preferred areas of career. These are Education (E), Law & Order (LO) respectively for both the group respectively for both the group. On the other hand, the two groups differ in the preference order of 8 areas of career. These are Mass Media and Journalism (MMj), Artistic and Designing (AD), Science & Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D) and Tourism and Hospitality Management (TH).
- 19) The preference order of career areas of undergraduate learners irrespective of their gender and locality is Education (E), Artistic and Designing (AD), Mass Media and Journalism (MMJ), Law and Order (LO), Commerce and

Management (CM), Agriculture (AG), Tourism and Hospitality Management (TH), Science and Technology (ScT), Defence (D) and Medical (M).

- 20) Education (E), Mass Media & Journalism (MMj), Artistic & Designing (AD) and Law & Order (LO) are given higher preference by most of the target groups of learners irrespective of their locality and gender.
- 21) Medical (M) and Defence (D) are the two least preferred areas of career of most of the groups of learners irrespective of their locality and gender.
- 22) There is significant difference between male and female undergraduate learners with respect to the career area 'Mass Media & Journalism (MMj)', while with regard to Artistic and Designing (AD), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) areas of career no significant difference is observed between the two groups.
- 23) There is significant difference between rural and urban undergraduate learners with respect to the career area 'Artistic and Designing (AD)', while with regard to Mass Media & Journalism (MMJ), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) areas of career no significant difference is observed between the two groups.
- 24) Male undergraduate learners in rural area are significantly higher than the female undergraduate learners in rural area with regard to the Agriculture (AG) area of career. No significant sex difference is observed with regard to the areas of Mass Media & Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E), so far the undergraduate learners of rural area are concerned.

- 25) There is no significant sex difference with regard to any of the areas of career so far the undergraduate learners of urban area are concerned.
- 26) Male undergraduate learners in urban area are significantly higher than their rural counterparts with respect to the career area 'Artistic and Designing (AD)'. On the other hand, there is no significant difference between the two groups i.e. rural male and urban male undergraduate learners with regard to the career areas of Mass Media & Journalism (MMJ), Science and Technology (ScT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E).
- 27) There is significant difference between female undergraduate learners of rural and urban area with respect to Agriculture (AG), Commerce & Management (CM), and Medical (M) areas of career. On the other hand, there is no significant difference between the two groups so far the remaining seven areas viz. Mass Media & Journalism (MMJ), Artistic and Designing (AD), Science and Technology (ScT), Defence (D), Tourism and Hospitality Management (TH), Law and Order (LO) and Education (E) are concerned.
- 28) Both *Gender* as well as *Locality* are poor indicators of career choice of undergraduate learners of Krishnakanta Handiqui State Open University, since, significant difference is observed between most of the target groups groups in only one area of career out of 10 under consideration.

5.2 Educational Implications and Suggestions

The present unemployment scenario, to a great extent, is the result of wrong career decision and career indecision. Deciding right career is of utmost importance for the learners of any mode of education, face to face as well as distance. If the students are not focused about their career it may lead to wastage of time, money and energy. The findings of the present study have revealed some of the issues that are to be dealt with effectively to make higher education relevant to the needs and aspirations of the society, particularly the education system of KKHSOU.

1. The present study showed that Education (E) is ranked either at 1st or 2nd position by all the target groups under consideration. It is placed at 1st position by 8 sub groups and at 2nd position by remaining two sub groups. *Therefore, the authority of KKHSOU should start diploma as well as degree course in Teacher Education and Training. At present the University is offering D.El.Ed. course but this is limited only to the in-service teachers. Therefore, efforts should be made to open the D.El.Ed course for the fresh students who are not in teaching profession at present. If possible B.Ed course should also be started and make it open for all.*
2. The study further reveals that Mass Media and Journalism (MMj) is another highly preferred area of career of undergraduate learners. It is placed either at 1st, 2nd or 3rd rank by all the target groups of learners. Though KKHSOU is offering different courses related to the area of Journalism and Mass Communication, these courses are running in a small number of study centres. Moreover, enrolment in these courses is also very meagre. *It is found that the KKHSOU offers Diploma in Journalism and Mass Communication course through 12 study centres; Diploma in Assamese Journalism course through 6 study centres; Bachelor of Journalism course through 37 study centres; PG Diploma in Mass Communication course through 6 study centres; PG Diploma in Broadcast Journalism course through 2 study centres and Master of Mass Communication course through 6 study centres (KKHSOU Office, 2013). Since, Mass Media and Journalism (MMj) related area is given high preference by undergraduate*

learners, hence, university should extend its existing courses related to mass media and journalism to large number of study centres as that of conventional courses like Bachelor of Arts and Commerce.

3. *If possible the KKHSOU should start some new programmes related to Mass Media and Journalism like Diploma and Certificate course in Cartoon Making, Press Photography, Film Production, Sound Technique, Commentary etc.*
4. The study shows the irony that Mass Media and Journalism (MMj) related career is given comparatively high preference on the one hand and on the other hand enrolment in these courses is limited. This is indicative of the fact that there might have some shortage or mismatch either on the part of the authority and government policy or at learners' level. *Therefore, directive efforts should be made to fill the gap in this regard. The government as well as university authority should take cognizance to make people aware of job prospects of these courses as well as availability of such courses in KKHSOU. Again, there should be provision of career guidance and counselling of learners since the study yields the fact that the learners prefer mass media and journalism related courses but do not go for that.*
5. Artistic and Designing (AD) is another high area of career preference of learners as evident in the findings of the study. But no course or programme on artistic and designing related career is being offered by KKSHOU at present. *Hence, the university may start such courses considering the local socio-economic needs and affordability. In this regard Diploma, Certificate as well as Degree courses in Fashion Designing, Footwear Designing, Interior Designing, Music, Painting, Furniture Designing, Jewellery Designing, Beautification, Exhibition Designing etc. may be considered.*
6. Law and Order (LO) is given 4th rank out of 10 areas by all the target groups as evident. Starting Bachelor of Law (LLB) programme may not be feasible for a distance university. *But Diploma and Certificate courses on Tax Calculation, Petition writing, Legal Writing, Drafting and Pleading etc. may be started.*

7. Undergraduate learners in rural area have given 3rd rank to Agriculture related career as evident in the result. *Therefore, the university authority may give a think to start some programmes on Poultry Farming, Gardening, Dairy Farming, Fertilizer Shop Keeping, Fertilizer Specialist etc. especially through study centres in rural area.*
8. *The KKSHOU should set up **Information Centres** at different locations of the state including remote rural areas so that the people may come to know about technicalities of different types of courses being offered by the university like course duration, eligibility criteria, course fees, job prospects etc. Moreover, a **Career Counsellor should be appointed** in these proposed Information Centres so as to help the undecided mind to realise their own interest and potentialities to go for a particular course.*
9. University is not only a centre of getting degrees and certificates. It owes a great responsibility towards the society. *The authority of KKHSOU should take all possible steps to prepare learners to fit in the changing socio-economic scenario.*
10. *The KKHSOU in particular and other distance universities in general should undertake intensive research studies to assess the relevance of different types of existing vocational courses, relevancy of course curricula, societal perception regarding these courses etc. Longitudinal studies may be undertaken to evaluate how attitude and career choice changes and develops as the learners progresses though out a course of study. Scientific studies on Outside Job Market should mandatorily be made before commencing a new programme of study.*
11. *The Government and policy makers should undertake efforts to motivate the young people to pursue different vocational courses through distance mode of education and should be promising and exemplary in their policies through generating various employment prospects.*

5.3 Conclusion

The present global economic scenario demands one to be very serious in his/ her career planning. In this age of science and technology one should choose right career in accordance with his/her physical as well as mental abilities, potentialities, interests, aptitudes, cognitive structuring, personality make-up and availability of resources to which he belong. But unfortunately, it is observed that in spite of the existence of individual differences in diversified, most students are choosing his/her career randomly, unintelligently, without analysing the future orientation, psycho-physical potentialities and at the will of the parents which in turn produce unemployed graduates leading to frustration. Today, most of the students in higher education are facing career related problems in the form of either career indecision or wrong decision. Individual chooses the occupation for which he does not have mental capabilities, interests and aptitudes. The ground reality is that if a student performs well in Matriculation result he is directly asked to study Science without analysing furthers prospects. Similarly, if in Arts stream a student do well in 12th standard he is directed by his authority, may be parents or other family members, to do graduation with English as major subject. Earning more money remain the only criteria in deciding career among the present generation. Medical, Engineering, Management etc. are some of the highly preferred career areas at present ignoring the other significant variables. This is certainly a bad practice going in our society. Our society as well as educational system itself helps in developing such wrong notion and perception among student community. In this way, career indecision and wrong decision is more a social problem than individual. In such a situation, identification of most preferred areas of careers and their determining factors becomes very important that helps the parents, teachers, counsellors and policy makers to take appropriate steps so as to prevent any wastage of resources.

Career decision often seems to be an insurmountable task. SWOT (Strengths, Weakness, Opportunities and Threats) analysis is the first and foremost prerequisite for making career decision. The students are to be well aware about their interest, attitude, aptitude, values, cognitive structures and other personality traits before deciding their career. One should consider his area of interest, ability as well as limitations. Then to identify the broad area in which many jobs or trades are possible and accordingly the

career should be selected that deemed to be appropriate. A thorough knowledge and information of the relevancy and job prospect of the program he intends to consider is required in this regard. If required, help should be taken from career counselors and other career development professionals. In the present context the importance of career education and career counselling is duly recognised starting from secondary stage of education considering the changing nature of Indian education system to bridge the gap between education and life and efforts are being made to make education work oriented. The National Policy on education, 1986 emphasizes the development of potentialities of every child for proper utilization of vast human resources for national development. It also stresses the need and importance of inculcating positive attitudes towards all kinds of work. Hence there is the great recognition of the importance of well planned and effective career guidance programme. Subsequently, reputed institutions should be selected that undoubtedly have a profound impact on employability. The parents, teachers and other elders should help in making available all the relevant information to the students rather pressurizing them to go for a profession. Last but not the least, dedication, hard work and a positive outlook which act as the directing force in making opportunities out of challenges are inseparable.

Educational institutions also hold a great responsibility in this regard. Institutions of secondary as well as higher learning should start new and innovative study programmes after analyzing the local needs. Those programmes which are preferred by the students should be given due importance. Moreover, every institutions of learning should mandatorily setup career counseling cells as most often students are unaware about the career opportunities as well as prospects. Aptitude test should also be given due importance while admitting students in a particular type of programme.

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- <http://baliparafoundation.com>

APPENDIX: CAREER PREFERENCE RECORD



Dr. Vivek Bhargava (Agra)
Rajshree Bhargava (Agra)

Consumable Booklet
of
CPR-BB
(English Version)

Please fill up the following Informations :

Date

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Name _____ Father's Name _____

Date of Birth _____ Sex : Male Female Class _____

School _____

Father's Occupation _____

Rural/Urban _____

INSTRUCTIONS

1. The aim of the record is to know which career you would like to undertake when you finish your studies. It would help you know your preference so that you prepare yourself for that career.

2. Each cell of this inventory has two careers. You can indicate your choice of the careers. The following example will make it simple and easy.

(a) If you prefer the first career (Doctor), please put a tick mark in square No. 1

Doctor <input checked="" type="checkbox"/>	1
2 <input type="checkbox"/> Engineer	

(b) If you prefer the second careers (Judge), please put a tick mark in square No. 2

Lawyer <input type="checkbox"/>	1
2 <input checked="" type="checkbox"/> Judge	

(c) If you prefer both the careers (No. 1 as well as no. 2) please put tick marks in both the squares No. 1 and No. 2

Teacher <input checked="" type="checkbox"/>	1
2 <input checked="" type="checkbox"/> Scientist	

(d) If you do not prefer any of the two career, please put cross marks in both the squares No. 1 and No. 2.

Shopkeeper <input checked="" type="checkbox"/>	1
2 <input checked="" type="checkbox"/> Salesman	

Please express your preference or dislike for the career given in each cell. Do not leave it blank. If any doubt, please ask me.

3. There is no time limit for this form. However, it will take about 20 minutes.

Thank you.

Please turn and start

Estd. 2000

Ph. : (0562) 2641293

Harprasad Institute of Behavioural Studies (HIBS)

41-42, HARDEEP ENCLAVE, SIKANDRA, AGRA-282007 (INDIA)

CAREER PREFERENCE RECORD

Area	MMJ ₁	AD ₁	ScT ₁	AG ₁	CM ₁	M ₁	D ₁	TH ₁	Lo ₁	E ₁	Area	Grand Total
	Radio Journalist 1	Singer 1	Atomic Scientist 1	Agriculture Scientist 1	Computer Operator 1	Physician 1	Colonel 1	Chief 1	Judge 1	School Teacher 1		MMJ ₁₊₂ =
MMJ ₂	2 TV Journalist	2 News Paper Editor	2 Crime Reporter	2 News Reader	2 Cartoonist	2 News Critic	2 Script Writer	2 Press Photographer	2 Film Reporter	2 Cameraman		MMJ ₂ =
	Film Producer 1	Musician 1	Anthropologist 1	Veterinary Doctor 1	Chartered Accountant 1	Urologist 1	Fighter Bomber 1	Air Hostess 1	Sub Divisional Magistrate 1	Music Teacher 1		AD ₁₊₂ =
AD ₂	2 Dancer	2 Magician	2 Fashion Designer	2 Furniture Designer	2 Textile Designer	2 Jewellery Designer	2 Beautician	2 Model	2 Stage Director	2 Painter		AD ₂ =
	Film Director 1	Advertising Director 1	Mechanical Engineer 1	Horticulturist 1	Company Secretary 1	Eye Specialist 1	Lieutenant 1	Waiter 1	Senior Supdt of Police 1	Principal 1		ScT ₁₊₂ =
ScT ₂	2 Electronic Engineer	2 Electrical Engineer	2 Chemical Engineer	2 Computer Engineer	2 Software Programmer	2 Food Technologist	2 Astronomist	2 Agriculture Engineer	2 Architect	2 Microbiologist		ScT ₂ =
	Sound Technician 1	Exhibition Designer 1	Automobile Engineer 1	Dairy Farmer 1	Finance Manager 1	Psychiatrist 1	Captain 1	Reservation Manager 1	Police Inspector 1	District Inspector of Schools 1		AG ₁₊₂ =
AG ₂	2 Poultry Farmer	2 Soil Specialist	2 Farmer	2 Gardener	2 Plant Breeder	2 Fishery Scientist	2 Mineral Specialist	2 Agriculture Teacher	2 Rural Manager	2 Food Inspector		AG ₂ =
	Radio Announcer 1	Footwear Designer 1	Marine Engineer 1	Fertilizer Shopkeeper 1	Custom Broker 1	Homeopathic Doctor 1	Major 1	Restaurant Manager 1	Regional Transport Officer 1	Vice Chancellor 1		CM ₁₊₂ =
CM ₂	2 Personal Secretary	2 Shopkeeper	2 Wholesaler	2 Marketing Manager	2 Stock Broker	2 Sales Executive	2 Cashier	2 Salesman	2 Bank Clerk	2 Personal Manager		CM ₂ =
	T.V. Announcer 1	Interior Decorator 1	Environmental Scientist 1	Forest Officer 1	Surveyor 1	Cardiologist 1	Squadron Leader 1	Public Relation Officer 1	C.B.I. Officer 1	School Lecturer 1		M ₁₊₂ =
M ₂	2 Gastrologist	2 Dentist	2 Pharmacist	2 Anesthetist	2 Speech Therapist	2 Radiologist	2 Surgeon	2 Skin Specialist	2 Pathologist	2 Veterinary Doctor		M ₂ =
	Cyber Point Operator 1	Graphic Designer 1	Aeronautical Engineer 1	Agriculture Inspector 1	L.I.C. Agent 1	Child Specialist 1	Commodore 1	Tour Manager 1	Income Tax Commissioner 1	Professor 1		D ₁₊₂ =
D ₂	2 Platoon Commander	2 Subedar	2 Air Traffic Controller	2 Group Captain	2 Soldier	2 Fighter Controller	2 Commander	2 Rear Admiral	2 General (Army)	2 Air Marshal		D ₂ =
	Magazine Reporter 1	Sculptor 1	Bio-chemist 1	Fertilizer Specialist 1	Transporter 1	Neuro Surgeon 1	Wing Commander 1	Tour Guide 1	Police Commissioner 1	Physical Education Teacher 1		TH ₁₊₂ =
TH ₂	2 Banquet Manager	2 Historian	2 Museum Curator	2 Tour Secretary	2 Club Manager	2 Archeologist	2 Hotel Decorators	2 Travel Agent	2 Receptionist	2 Food & Beverage Manager		TH ₂ =
	Cable Operator 1	Artist 1	Petroleum Engineer 1	Agriculture Engineer 1	Production Manager 1	Gynaecologist 1	Flying Officer 1	Taxi Driver 1	Criminal Lawyer 1	Director of Education 1		Lo ₁₊₂ =
Lo ₂	2 Tax Lawyer	2 Munsif Magistrate	2 Solicitor	2 Notary	2 District Magistrate	2 Indian Foreign Service	2 I.A.S.	2 Custom Officer	2 Civil Lawyer	2 Political Leader		Lo ₂ =
	Commentator 1	Industrial Designer 1	Mathematician 1	Agriculture Researcher 1	Export-Import Manager 1	Physiotherapist 1	Brigadier 1	House Keeper 1	District Judge 1	Computer Teacher 1		E ₁₊₂ =
E ₂	2 Librarian	2 Researcher	2 I.T. Expert	2 Sports Coach	2 Education Officer	2 Lab Technician	2 Research Guide	2 Religious Teacher	2 Asstt Professor	2 Author		E ₂ =
Total	MMJ ₁ =	AD ₁ =	ScT ₁ =	AG ₁ =	CM ₁ =	M ₁ =	D ₁ =	TH ₁ =	Lo ₁ =	E ₁ =	Total	

RAW SCORES OF DIFFERENT AREAS OF CAREER PREFERENCE

Areas	MMj	AD	ScT	AG	CM	M	D	TH	Lo	E
	MMj ₁ +MMj ₂	AD ₁ +AD ₂	ScT ₁ +ScT ₂	AG ₁ +AG ₂	CM ₁ +CM ₂	M ₁ +M ₂	D ₁ +D ₂	TH ₁ +TH ₂	Lo ₁ +Lo ₂	E ₁ +E ₂
Raw Scores										

PROFILE

Sta-nine	Career Preference area	Raw Scores	MMj	AD	ScT	AG	CM	M	D	TH	Lo	E
	Level											
IX	High Career Preference	20	•	•	•	•	•	•	•	•	•	•
		19	•	•	•	•	•	•	•	•	•	•
		18	•	•	•	•	•	•	•	•	•	•
VIII VII	Above average Career Preference	17	•	•	•	•	•	•	•	•	•	•
		16	•	•	•	•	•	•	•	•	•	•
		15	•	•	•	•	•	•	•	•	•	•
		14	•	•	•	•	•	•	•	•	•	•
VI V IV	Average Career Preference	13	•	•	•	•	•	•	•	•	•	•
		12	•	•	•	•	•	•	•	•	•	•
		11	•	•	•	•	•	•	•	•	•	•
		10	•	•	•	•	•	•	•	•	•	•
		9	•	•	•	•	•	•	•	•	•	•
		8	•	•	•	•	•	•	•	•	•	•
III II	Below average Career Preference	7	•	•	•	•	•	•	•	•	•	•
		6	•	•	•	•	•	•	•	•	•	•
		5	•	•	•	•	•	•	•	•	•	•
I	Low Career Preference	4	•	•	•	•	•	•	•	•	•	•
		3	•	•	•	•	•	•	•	•	•	•
		2	•	•	•	•	•	•	•	•	•	•
		1	•	•	•	•	•	•	•	•	•	•
		0	•	•	•	•	•	•	•	•	•	

General Report

1. Main Career Preference-area
2. Second Career Preference-area
3. Third Career Preference-area
4. Least Career Preference-area

Special Report

1. High Career Preference
2. Career Preference above average
3. Average Career Preference
4. Career Preference below average
5. Low Career Preference