

**EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF  
SECONDARY SCHOOL STUDENTS FROM SLUM AND  
NON-SLUM AREAS OF GUWAHATI CITY**

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**EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF  
SECONDARY SCHOOL STUDENTS FROM SLUM AND  
NON-SLUM AREAS OF GUWAHATI CITY**

**BY**

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**Submitted**

**in partial fulfillment of the requirement of the Degree of Master of  
Philosophy in Education of Mizoram University, Aizawl.**

**MIZORAM UNIVERSITY****Aizawl: Mizoram- 796004****Post Box no — 190****CERTIFICATE**

This is to certify that the work incorporated in this Dissertation entitled “**Educational and Occupational Aspirations of Secondary School Students from Slum and Non-slum Areas of Guwahati City**” is a bonafied research work carried out by **Samiran Kalita** under my supervision for his M.Phil. Degree and the same have not been submitted previously for any degree.

**Dated: Aizawl**  
**The .....**

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**Supervisor**

**DECLARATION**  
**Mizoram University**

**Month: December**

**Year: 2019**

**I Samiran Kalita**, hereby declare that the subject matter of this dissertation entitled “**Educational and Occupational Aspirations of Secondary School Students from Slum and Non-slum Areas of Guwahati City**” is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Instituted.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

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## ACKNOWLEDGEMENTS

With all my honesty and regard, I express my deep sense of gratitude to my Research Director **Narikimelli Pramod Kumar**, Assistant Professor, Department of Education, Mizoram University, Aizawl, for his expert guidance, invaluable suggestions and kind supervision in the present piece of research work. I further do not hesitate to submit that without his heartfelt encouraging co-operation and moral support, it could not have been possible to complete this research work successfully.

I wish to express my gratitude to Prof. **B. B. Mishra**, Head of the Department of Education, Mizoram University, and all the faculties of the department, who has given me helpful suggestions and guidance throughout my research work.

My sincere gratitude and special thanks to **Dr. Utpal Kalita**, Assistant Professor, R.G. Baruah College and **Bhargab Pratim Bora**, Assistant Professor, Rangapara College for their valuable suggestions, co-operation and timely help to submit this research work.

I wish to extend my deep sense of gratitude to respected **Dr. Indira Saikia, Dr. Amit Kumar Roychoudhury, Smita Sharma** who has given valuable suggestions and cheerful assistance to complete and submit my research work.

I offer my sincere and special thanks to my father **Jyotish Kalita** and my mother **Apati Kalita**, sister **Bharati Kalita**, brother in law **Dhrubajyoti Das**, for their constant co-operation, inspiration, encouragement and support.

I thank all the students and the personnel in the secondary schools in the study for their co-operation extended to me and for patiently filling the questionnaires and other forms in the research work.

I express my sincere gratitude to all my friends, family and well-wishers for their warm, affectionate and continuous encouragement right from the beginning, which enabled me to complete this study successfully.

I may be at erring if I do not express my special thanks to all librarians who helped me immensely in the completion of my research work. I am also thankful to the Non-teaching staff of the Department of Education, Mizoram University, for their support during my research work.

Last, but not the least. I wish to express my deep sincere gratitude to **Dr. Sima Pal**,

associate professor, Department of Education, Assam University, Silchar, who has given me valuable advice and guidance throughout my research work.

Finally, I feel that the words are not enough to express my gratitude to the almighty God for showering blessings on me throughout this journey.

**Dated: Aizawl**  
**The .....**

**(SAMIRAN KALITA)**

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**LIST OF ACRONYMS**

ANOVA	:	Analysis of Variance
B.Ed.	:	Bachelor of Education
CBSE	:	Central Board of Secondary Examination
CR	:	Critical Ratio
EAS	:	Educational Aspiration Scale
OAS	:	Occupational Aspiration Scale
Govt.	:	Government
GMA	:	Guwahati Metropolitan Area
GMC	:	Guwahati Municipal Corporation
GMDA	:	Guwahati Municipal Development Authority
HSLC	:	High School Leaving Certificate
Kamrup (M)	:	Kamrup (Metropolitan)
KMC	:	Kolkata Municipal Corporation
MP	:	Madhya Pradesh
NCERT	:	National Council of Educational Research and Training
NGO	:	Non-Governmental Organisation
NE	:	North Eastern
OAS	:	Occupational Aspiration Scale
OBC	:	Other Backward Class
RTE	:	Right to Education
SC	:	Scheduled Caste
SD	:	Standard Deviation
SEBA	:	Board of Secondary Education in Assam
SES	:	Socio-economic Status
ST	:	Scheduled Tribe

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## **CHAPTER 1**

### **CONCEPTUAL FRAMEWORK**

#### **1.00 Overview**

This chapter deals with the conceptual framework of the present study. It consists of ten sections. The first section briefly discusses the introduction. The section delineates the concept of educational aspiration and the third section deals with the concept of occupational aspiration. The fourth section deals with secondary education in India and the fifth one with urbanization and formation of slums. The sixth section briefly discusses the history of Guwahati city and the seventh with slum and social life. Eighth one explains the rationale of the present study and the ninth one discusses the research questions. Lastly, the final section is the chapter summary.

#### **1.01 Introduction**

Education is a basic right and a catalyst for economic growth and human development. Education is a powerful tool, which has an impact on every walk of life. Education is a dynamic process which shapes and moulds the knowledge, character and behaviour of the young learners. It is conceived as an important means to develop 'human capital' contributing both to social productivity of the individuals. In the present period of liberalization, globalization and privatization in different spheres of life education has also seen changes. Education is one of the most effective instruments of social change that has undergone radical changes in the method of teaching, curriculum, learner's roles and activities and especially the learner's aspiration towards education and occupation.

Most of the time, education decides the occupation of the students. Education prepares a student for a profession or an occupation thus enabling him to earn his livelihood. It means that education aims to provide basic necessities of life to the students. The student of today is the citizen of tomorrow. After completing education, one has to earn a living, without being a parasite and a burden of the society. The aspiration of the students is influenced by the new innovations in technology and science. In the modern era, the whole world has turned into a global village and these have led to the opening of different pathways for different occupations. On the other hand, there are some positive as well as negative factors which always enhance or create hindrance in raising the aspiration of the students.

The young people are moving forward to the occupations that suit their skills and potentialities. Occupational aspiration of the students is affected by many factors and that is why there is a need to understand these factors by which educationists can make the strategies for alleviating all those factors that affect the educational and occupational aspirations of students. The parents send their children to the schools and spend a lot of money on their education; with a fond wish that education will enable to earn an honourable means of life. In these senses, the educational and occupational aspiration of the students plays an important role which can lead them into a better future according to their capabilities.

A student who aspires to better himself academically, socially and economically would be satisfied only when his/her achievements come up to the goals he has set, regardless of how others view his achievement. This shows the person's ego is involved in

his aspiration. A child's aspiration is shaped by the influence of his imaginations and childhood fantasies. These are treated as unrealistic as they are based on childhood fantasies and fallacies. When the child grows and attains education at school or college level, his level of aspiration grows and modifies. With the growth and development of the child's mental state and ability, his level of aspiration takes a realistic form. At the school level, the student's aspirations are developed with respect to education and occupation.

Aspirations are developed and achieved in a certain context and they are influenced by family background, peer groups, gender, socio-economic status, urban/rural location and neighbourhood. There is an ongoing debate upon the prevalence of aspiration among the people and their effort to achieve them. One of the views is that poor people may lack the capability to aspire because they have a limited vision of the future. The assumption that poor people have lower aspiration leads to another argument. One can see the existence of 'aspiration gap' which is a difference between the standard of living that's aspired to and the standard of living that one already has among the poor people.

The modern era of the twenty-first century has brought a revolutionary change in the field of industry, economy, science and technology. This change has led to the development of industries and urban cities which have brought changes in the social structure. Urbanization along with industrialization has provided the solution to the problems of seasonal unemployment by offering the opportunity to the people to migrate from rural areas to cities to earn their livelihood. These increasing numbers of the population are deprived of higher wages, housing facilities and other basic amenities, which have left them with no choices than to settle down together in a particular area. This

has led to the formation of 'slum' and slum is part and parcel of the social system. Since slum areas are the isolated and backward places consisting of a large number of uneducated and poor people.

### **Aspiration.**

Aspiration means an eagerness for honour, superior power or attainment and it suggests a personal uplift. In this context, aspiration is practically a psychological phenomenon. It appears that the students who have already experienced success in their work will approach a new task with confidence, setting themselves to realistic aims. After success, encouragement is shown not only in the increases of aspiration level but in the speed of selection and immediate application to more difficult tasks.

The literary meaning of the term 'aspiration' is 'a strong desire to do something'. The word 'aspire' means to direct one's hopes and efforts to some important aims. Hence, 'aspiration' means the goals of the individual set for him in a task which has intense personal significance for him or in which his ego-involved. In this context aspiration is practically a psychological phenomenon. It appears that the students who have already experienced success in their work will approach the new task with confidence, setting themselves to realistic aims. After success, encouragement is shown not only in the increases of aspiration level but in the freed of selection and immediate application to a more difficult task.

Aspiration is also not a static aspect but is a dynamic one as it may undergo modification as a result of newer experiences, so the change of structure in political and



economic fields changes the attitude and aspiration of individual in the society. When it is related to the longing for honour, superiority and power or attainment then it is also dependable on the existing social norms and values. It is seen that aspiration is fully the by-product of environmental condition, family condition and other forces of the society.

Everybody has certain ideas about their near future. As human beings people are different in choice and temperament of goal. The goal which is set by an individual to an immediate future is aspiration. For achievement of this remote aspiration, the individual sets many intermediate goals. When a young man aspires to be a lecturer of a college or employee of an institution, he has to realize many intermediate goals in order to attain the remote goal. Aspiration may be positive or negative. Positive aspiration implies the goal for achieving success but negative aspiration means the desire to avoid the future. Most of the people actually do not know what to do. They have nothing to set a systematic life. Negative aspiration is responsible for this and it compels the individual to neglect their future. They concentrate only on the present. They are forced to earn their livelihood without any positive thinking. Attitude and aspiration are related to each other. Individuals fix some aspirations and they act or feel in a certain way, forward the objectives which are helpful to attain those aspirations.

### **1.02 Educational Aspiration**

Educational aspiration has considered as a 'concept referring orientation towards the educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy'. Educational aspiration means the level of formal schooling that one would like to complete. Educational aspiration is the estimation of ones' ability whether

over, under or realistic, for his future performance on the strength of his past experience i.e. goal discrepancy, his ability and capacity, the effort that the students can make towards attainment of goal.

Educational aspiration is one's will in academics whereas level of educational aspiration is the measure of this will. Level of educational aspiration test not only measures the level of educational aspiration but also helps in predicting the type of aspiration. Aspiration of education is 'a definite mode of behaviour manifesting of one's realistic expectations in the field of education and his striving to realize those expectations'. Educational aspiration denoting the goal-setting in the field of education is the educational level which an individual wish to reach. For an individual's achievement, its role has great importance. Students on educational aspiration can help in optimal development of human resources. It is with the prior knowledge of one's level of aspiration, one's achievement should be evaluated and there lies the root of maximum utilization of human talents.

The level of educational aspiration involves the estimation of student's ability for his future performance on the strength of ones' past experience, ability and capacity, the efforts that he can make towards attainment goal, thus set by him. The goal-setting behaviour, as well as the process of attaining the goal, is consequences of his past experience whether failure-oriented or success-oriented, level of efforts made by him in that direction and capacity to pursue the goal. Thus, four main points are distinguished in a typical sequence of events in a level of aspiration situation. a) Last performance b) setting of level of aspiration for the next performance c) new performance d) psychological reaction to the new performance. The difference between the level of the last performance

and that of the new goal is called 'goal discrepancy' whereas the difference between the goal level and that of the new performance is called 'Attainment Discrepancy'.

### **1.03 Occupational Aspiration**

Occupational aspiration is one's desire for any occupation or profession. It indicates to one's preference, liking, willingness and inclination to a particular occupation or profession. Occupational aspirations can be either idealistic or realistic. Idealistic aspirations consist of no limitations on opportunity, finances or ability when selecting a career.

The occupational decisions at matured level pave the way for future decisions to be taken by any individual in the world of work. Selection of a career is an important task and a source of personal gratification. At present, scientific developments and technological advancements have thrown thousands of new occupations open to an individual. Thus, the choice of right occupation is becoming difficult as our entire society grows more complex, more specialized and more technologically oriented.

The term 'occupation' occurs frequently in sociological and psychological literature and following popular usage, virtually a synonym for career and profession carrying usually the implication of a high degree of job stability, a life's work. Formal organization and social informal relationships involved in the occupation or sequence of the occupation which make up the work history of a person or group of persons. The level of occupational aspiration is an orientation towards an occupational goal. The level of occupational aspiration is considered as a concept which is logically a special instance of

the concept 'level of aspiration'. Its special nature consists of only in the continuum of difficulty. This continuum of difficulty is the occupational hierarchy. Occupation aspiration is for youth or adults to either start a new occupation that they have never done. An individual's happiness and satisfaction depend on a large extent on one's choice of occupation. An occupation plays a very important role in man's life. It not only forecasts and determines his lifestyle, position in society, happiness in life but also shapes his personality and morality as a human being.

As the occupation is the synonym of career and profession, occupational aspiration or Career aspiration is one the main and essential objective of one's life and there are certainly sources for it. It is not a mechanical and biological factor. Occupational aspiration of secondary school students is a vital issue in the modern education system. The family environment and the school environment play a significant role in influencing the occupational aspiration of the students.

There are many factors which affect the occupational aspiration of the students. The first and foremost is the student's taste and aptitude. One, who is made to follow a profession for which he has taste, for example, one who has a taste for music is likely to shape well as a musician rather than a para-psychologist or lawyer. If he puts himself into some other profession, instead of allowing him to follow that line, then he would have a disastrous effect. As such, aptitude is a great consideration for occupational aspiration.

The choice of an occupation or career is determined by culture value and social situation. For example, the son of a doctor may not be a doctor. Though a child aspires to be a doctor, he may not inherit that capability the idea of which he might have got from his

kith and kin like father, mother, brother and sister. It can be assumed that the choice of one's career in life is the factor of certain social variables such as family education as well as occupation.

Another determining factor is talent. A brilliant student may go for a learned profession, but there again a careful choice is to be made. For instance, if he has an argumentative and logical ability as the gift of nature, but no intelligence for mathematics, he is more likely to make a successful career in the legal profession than in any other technical professionals.

The family background also plays a vital role in the choice of a career. Family is the primary unit of the society in which a child learns the existing social norms and value through a socialization process for which the child gets the opportunity to become socialized. Mother is the key figure in this socialization process, which is properly imitated by the child. Whatever they learn in childhood leaves a mark on their personality in their later life and they develop attitudes and aspiration accordingly. So, family is one of the dominated facto which determine aspiration. Occupational aspiration is also determined by the sufficiency of financial resources of a child's family. He might have the aptitude for a particular profession, he might have the talents for it; but his father and guardian might not afford to pay for his education or training in the preferred manner making it useless for him to think of joining that profession.

Educational and occupational aspirations play a vital role in one student's life. It determines the future career of a student. Hence, the present study has tried to find out the level of educational and occupational aspirations of secondary school students from slum

and non-slum areas of Guwahati city.

#### **1.04 Secondary Education in India**

Secondary education is that stage of education, which is given after primary education and before higher education. It is generally given to the students of the age group of 14-18 years. This stage is a very important stage of every individual. The development of secondary education may be divided into two parts viz. pre-Independence period and post-Independence period. Secondary education provides an indispensable link to the whole education system and interest for it is being revived in many developing countries. While primary education is fundamental to the nation, secondary education forms the interconnectivity to the higher education system, by providing the mandatory input. Indeed, primary and secondary schooling is measured as 'successive phases of a continuing process' and should be made available to all children.

Secondary education is of pivotal standing in the economy of a developing country. It has a determining qualitative influence reaching out into all-important sections. One of the urgent needs of the country is to increase production efficiency and to increase national income. For this, education must aim at increasing the productivity or vocational efficiency of young students. Secondary education is to be freed from the clutch of purely theoretical education and emphasis is to be placed on agricultural, technical, commercial and other practical courses.

In India, the development of secondary education began from the British period when they introduced their educational system. The Woods Despatch of 1854 played a very

important role in the development of secondary education. Actually, the Dispatch divided the whole educational institutions of our country into three stages. The secondary education stage was considered one important stage of education from that time. After that, Indian Education Commission of 1882, Calcutta University Education Commission of 1917, Hartog Committee of 1929, Wood-Abbot Report of 1936-37 and Sargent Report of 1944 gave importance on secondary education of our country and it was shown that there was an enormous expansion of secondary education. Apart from that, Christian missionaries also played an important role in the development of secondary education in our country.

The progress of secondary education also clearly reflected in the increasing rate of secondary schools and students. In the year 1916-17, there were 9, 24,770 students in 4,883 secondary schools. And just before independence in 1946-47, the number of secondary schools was 12,693 and the students enrolled in VI to XI classes were 29, 53,995.

**1.04.01 Secondary education in Assam.** Secondary Education in Assam was there in the year 1835. The first English High School was recognized in Guwahati by Captain Jenkins, the Commissioner of Assam in 1835. This school was known as ‘Guwahati Seminary’. Guwahati Seminary was the first school marking the beginning of secondary education in Assam. At the beginning, Assam was underneath the administrative control of Bengal. There was no separate department of education in Assam. In 1874, when Assam was separated from Bengal, a Department of Education was created in Assam. After that Hunter Commission of 1882, Lord Curzon’s policy of 1905, Government of India Act in 1919 provided encouragement for the expansion of secondary education. In the pre-independence period, high schools of Assam were affiliated to Calcutta University.

Number of ME schools and MV schools increased to 742 and the number of high schools increased to 191 till 1947. In the post-independence period, after the establishment of Gauhati University in 1948, the responsibility of controlling academic matters of secondary schools was transferred from Calcutta University to Gauhati University.

According to the recommendations of the Secondary Education Commission (1952-53), eleven-year school course was introduced in Assam. Schools were upgraded from 10 years high school pattern to 11 years higher secondary pattern, converting some schools to multipurpose schools. A state board of secondary education was constituted in 1962 in Assam according to the recommendation of secondary education commission. The government of Assam passed the secondary education act in 1961. As per the provision of the act, in 1962, the Secondary Education Board, Assam (SEBA) was constituted to control and recognize secondary education.

After that as per the recommendation of Kothari Commission (1964-66), the SEBA introduced the 10+2+3 pattern from the academic session 1973-74. For introducing +2 stages, the high schools were upgraded to higher secondary schools. From October 1977, the Government of Assam provincialized all the high schools and higher secondary schools which enjoyed deficit grant from Government. The Assam higher secondary education council was constituted in 1984.

The National Policy on Education, 1986 proposed to set up Navodaya schools for the poor and talented children and also proposed a systematic programme of vocational education at +2 stages. Besides the provincialized schools, there were privately managed secondary schools and central schools under Kendriya Vidyalaya Sangathan, Government



of India, to impart secondary education in Assam.

### **1.05 Urbanization and Formation of Slums**

The present age envisages increasing urbanization all over the world. Urban society is a constellation of many sub-cultures which have been formed and developed in the process of urbanization and migration. Urbanization proceeded at an unbelievable pace. Urbanization and industrialization are the two external forces which bring about rapid change in the urban social systems. Urbanization is not merely the concentration of population in the cities but also there are complex and complicated problems involved in it. The world population increased from 29 percent in the 1800-1850 period to 37 percent in the 1850-1900 period and 49 percent in the 1900-1950. The population living in great cities that is places of one lakh or more, showed a substantial increase from 76 per cent between 1800-1850 to 254 percent between 1900-1950. The most startling increase was in newly developing countries.

In western urbanization, individuals have a choice of cities in which to locate and therefore urbanization has been spread over a variety of sizes of places. The rate of growth in most of the western urban areas has been much gradual in terms of the number of years. On the other hand, in the newly developing countries, the urban settlements have been limited to one city, or only few, thus the burden of urbanization is on a limited number of places. There is rapid urbanization in developing countries as compared to western countries because of the flow of rural immigrants in large numbers, large scale refugee movements and so on. In developing countries like India, the process of urbanization is not always due to industrialization, but also due to the pressure of population on rural economy

which enhances the migration of rural people to urban centres with a desire to get the job.

Urbanization means the phenomenal growth of towns and cities or urban centres. Urbanization is not a product but a process by which people, start living in towns and cities dominated by industries and services instead of living in agricultural villages. Urbanization leads to the development of cities and towns. These cities become the hub of all organization and administration. The city dwellers control most of the institutions that dominate the economic, social, cultural and political life of the country. Urbanization has brought changes in the types of educational institutions, occupational pattern, economic system and political system of a nation. The process of urbanization causes rapid migration and urban growth simultaneously leads to the formation of slum. Urbanization and formation of slums are twin processes. Slums are a common feature of the urban landscape. The impact of urbanization in the growth and development of slums have also been found in the cities of Assam.

Rapid migration, urbanization, industrialization and development of different aspects of the city have given rise to various problems in the city centres. One of such problems in urban centres is the growth of slums. As a consequence of the Industrial Revolution, and more particularly after World War II, have resulted in the growth of slums in underdeveloped, developing, and even developed countries. The process of urbanization causes rapid migration and urban growth simultaneously leads to the formation of slum. Urbanization and formation of slums are the twin processes. Slums are the common feature of any urban landscape. There is a pull force and a push force underlying in the growth of slum areas. The pull forces are the availability of employment, higher studies, business

investment and better life prospects in the growing towns and cities and push factor in the villages that is the insecurity of material resources, overcrowded agricultural land and others from where people migrate to the towns and cities just for survival and these people live in slums as no other options are available to them.

Etymologists point out that the term 'slum' is derived from 'slumber' since slums were originally known as backstreets or alleys, wrongly presumed to be sleepy and quiet. Slums are the universal phenomenon and exist practically in almost all cities across the world. Among the Asian countries, India has 1,39,20,191 urban households living in slums, which means nearly one in every six urban households lives in slums. The decadal growth over the period 2001-11 shows that urban population has increased from 28,61,19,689 in 2001 to 37,71,06,125 in 2011 and simultaneously the slum population has also increased from 5,23,71,589 in 2001 to 6,54,94,604 in 2011. Thus, slums occupy a major portion of the total population of India.

According to the census 2011, India's slums have been earmarked in all the statutory towns irrespective of their population size based on the same definition as in 2001. A slum, for the purpose of census, has been defined as residential area where dwellings are unfit for human habitation by reasons of dilapidation, overcrowding, faulty arrangements and design of such buildings, narrowness or faulty arrangement of street, lack of ventilation, light, or sanitation facilities or any combination of these factors which are detrimental to the people's safety and health.

The impact of urbanization in the growth and development of slums have also been found in the cities of Assam. One of such cities is the Guwahati. The city shows a rapid

pace of urbanization in the last few years. The rural-urban migration is high in the city core due to the high concentration of economic activities and education opportunities. There is a rapid increase in slum clusters in the city and in the peri-urban areas. This also results in a high degree of floating population which exerts pressure on existing infrastructure. In the following decades, the growth rate has slowed down but immigration has remained constantly high leading to rapid urbanization. The total population of Guwahati has increased from 809,895 in 2001 to 963,429 in 2011. The population density has also increased from 3735 people per square kilometre in 2001 to 4444 persons per square kilometre in 2011. The total slum population in Greater Guwahati was 14 per cent in 2001 which increased to 17 per cent of the total population that is 1, 67,796 in 2011.

Overall, across India, the total slum population as per the census report stood at 6,54,94,604 in 2011. The persons in urban towns of India were 28,61,19,689 in 2001 which increased to 37,71,06,125 in 2011 and the persons in slums of India were 5,23,71,589 in 2001 which increased to 6,54,94,604 in 2011. The urban households of all the towns in 2001 were 5,58,32,570 and it increased to 8,08,88,766 in 2011 and similarly, the total slum households in 2001 were 1,01,50,719 which has increased to 1,39,20,191 in 2011 which shows proportionate relation between urbanization and slum growth.

**1.05.01 Slums.** The definitions of slums will give an insight into the different dimension of slums. Different scholars stress different aspects of slums. Some attached more importance to the physical condition of slums. Some regard slum life as a way of life or social phenomenon and some considered it as a cultural group having its own distinctive traits. There is no general agreement regarding the definition of the slum. Again, slums

have been defined in different ways by economists, city planners, social workers, administrators, welfare agencies and sociologists.

There is no perfect definition of slum as the characteristics vary according to countries, climates, culture and economic development. Some of the characteristics of slum are like dilapidated and infirm housing structures, the types of houses are kutcha or semi-kutcha, availability of drinking water is not within the premises and latrine not inside the house, there exists open drainage as well as no drainage in the slum areas, most of the slum dwellers have only one room or even no room, the roof of the houses is not concrete material, poor ventilation and inadequate lighting and critical overpopulation and faulty arrangement of streets, scarcity of safe drinking water and nonappearance of toilet facilities as well as waterlogging during rains.

The term 'Slums' is described in various terms like '*Jhuggi and Jhopri*', '*Katra*' in Delhi; '*Bustee*' in Calcutta; '*Ahats*' in Kanpur; '*Cheris*' in Madras or Madurai; '*Cheri*' and '*Chawl*' in Mumbai; and '*Zopadpattis*' in Maharashtra. In Brazil the term to describe slum is '*Calumpass*'; in Mexico, '*Favellas algados*'; in Latin America '*Colonias proletarioux*'; in Peru '*Chas miserias*'; in New York, 'Harlem'; and in Chicago 'Black belt'. In Columbia slums are called '*Barrios Clandestinos*' which means shacks built clandestinely; in Port Alegre, they are called '*Vilas de Malocas*' which are villages which fell from the sky because they spring up almost overnight. In Argentina term for slums is '*Vilas Miserias*' which means the habitat of the miserable. Some of the common term which sociologists have coined to denote slums are 'Blighted Area', 'Deteriorated Area' 'Inner Core Area', 'Lower Class Neighbourhood' 'Low Income Area', 'Renewal Area.

Other social scientists such as economists, geographers and urban planners have used terms like 'Marginal Area', 'Substandard Settlements', 'Transitional Area', 'Spontaneous Settlement', 'Unplanned Settlement', 'Uncontrolled Settlement', 'Provisional Settlement', 'Overnight Settlement' to suggest the slum.

**1.05.02 Slums in Assam.** Slums are the universal phenomenon and exist practically in almost all cities across the world. Among the Asian countries, India has 1, 39, 20,191 urban households living in a slum which means nearly 1 in every 6 urban a household live in slums. The decadal growth over the period 2001-11 shows that urban population has increased from 28,61,19,689 in 2001 to 37,71,06,125 in 2011 and simultaneously the slum population has also increased from 5,23,71,589 in 2001 to 6,54,94,604 in 2011. Thus, slums occupy a major portion of the total population of India. Among the states of India, Assam is a state located in the northeastern part of the country. The total population of Assam is 3, 1,16,92,72. It has been found that out of 88 towns in Assam, 31 towns have reported the existence of slums. The number of slum dwellers in Assam is the highest among the northeastern states, even though slum dwellers constituted less than one per cent of the state's overall population. The total population of slums in Assam is 1, 97,266 of which the male and female division is 1, 01,424 and 95,842 respectively.

Among the total number of slum dwellers in the state 1, 17,124 reside in identified slums, 70,979 in recognized slums and 9,163 in notified slums. The slum population belonging to Scheduled Caste is 42,358 and Scheduled Tribe is 3,702. The literate and illiterate slum population is 1, 42,774 and 54,492 respectively. The total slum population of Assam in 2001 was 8, 05,701 which is 23.43 percent of slum population in urban

population of the state and 1.07 per cent of the state slum population in total slum population of India. Out of all the towns, Greater Guwahati is the largest city in Assam and the nerve centre of all commercial, industrial, social, cultural, educational and economic activities. The total population of Greater Guwahati is 9, 63,429 and the density of population of Greater Guwahati 4444 person per square kilometre.

In the last few years, the city showed a rapid pace of urbanization followed by the high growth in population. As a consequence, slums are formed and developed in various parts of the city. The existence and growth of slums is a threat to the progress and development of the nation. The existence and growth of slums are a serious threat to the progress and development of the nation. Therefore, importance should be given to improve the conditions of slum areas and slum dwellers living conditions. To check the growth of slums the government of India is working and planning to create cities without slums and for this purpose, various schemes have been launched. The only weapon is education that can turn the vision of creating a city without slum into a reality. In India since independence (1947) several initiatives have been taken for qualitative and quantitative expansion of elementary education like Operation Blackboard, DPEP, SSA, Mid-Day Meal scheme and many others, one of the latest is the Right to Education Act, 2009.

### **1.06 History of Guwahati City**

Guwahati, the principal regional city of Northeastern region, therefore, has the administrative and educational facilities, effective roads and air communication. Availability of raw materials is vital for the development of industries. Therefore, the rapid growth of industries removes surplus people from the land and providing better avenues of

employment. The unprecedented growth of population and the haphazard expansion of the city could not provide housing for the socio-economically backward migrants and this resulted in congestion in the built-up areas.

Greater Guwahati, known as the Guwahati, is the major city in Northeast India, which is the gateway to the seven sister states. The old name of Greater Guwahati is *Pragjyotishpur* which is called the city of eastern light. Guwahati (*Guha* - caves of hills) also represents the hilly features of the city. *Austic* formation of '*Pagar Juh*' means a region of hills. The ancient name of this hilly city is '*Pragjyotishpur*'. '*Pragjyotishpura*', which was the abode of astrology and the modern town Guwahati, represents the old city *Pragjyotishpur*.

During the Ahom rule, the city was sub-capital of Ahom Kingdom. The city was highly fortified. The records indicated that a vast extent of country on both banks of the great stream, the hills on either side forming a spacious amphitheatre, equally well fortified by nature and by art. In the early part of the nineteenth century, Guwahati gained importance as an administrative centre. During the British regime, the importance of Guwahati increased as in 1836, the British rulers established a town improvement committee at Guwahati. It is important to note that the area covered by the town was only 6.5 sq. km with eight wards and it was confined to the south bank only.

In 1878, the town was brought under municipality, which covered an area of 6.74 sq. kms. The first census of 1872 stated its population as recorded was to be 11,492 only. However, the growth of the town was very slow and its population increased only 11.6% in 1901. Besides being an important administrative centre, it was a seat of the cultural



centre of the state at that time. Various educational and socio-cultural institutions like the Cotton College (1901), the Curzon hall (1903) and Assam state museum (1940) came into existence. To run administration, the British rulers established the office of the deputy commissioner in 1861, the office of the superintendent of police in 1876 and general post office in 1872. For better communication, Guwahati railway station was established in 1890.

After independence, the importance of Guwahati increased as the gateway of the Northeastern region. The city grew both in population and area. In 1961 the population of Guwahati was 43,615 but within the ten years, it was increased up to 100,707 in 1971. The growth of population was 130.9 and this attributed growth of population can be attributed to the extension of municipal area. More than 2,500 persons from neighbouring areas and 4,000 from the other areas migrated to the city in 1971 the urban population of Guwahati was merely 1,23,783 but after shifting the state capital the growth of urban population rarely started.

In the year, 1974 the Guwahati Municipal Corporation (GMC) was established. The Guwahati master plan brought huge area excluding some portion in the west, but Amingaon and North Guwahati in the north came under the Guwahati municipal corporation. The area of GMC is 216 sq. kilometres. In 1991 the population of Guwahati was 5, 84,342.50. The projected population of Guwahati in 2001 was 10, 67,000.

Guwahati, the centre of culture, trade and commerce also brought many related problems to the city, such as shortage of living accommodation. People of the low-income group started living in wasteland, fringe areas of the city with minimum amenities for living

creating thereby slum areas.

The Guwahati city has a rich historical past and finds frequent mention in medieval historical sources and also in Mahabharata, Ramayana and Raghuvansham of Kalidasa. In 640 AD, the famous Chinese traveler Yuen Chawan visited the city. The ancient Guwahati was a flourishing capital of several dynasties during the epic and classic periods. In 1667 AD, the Mughal forces were defeated in a battle by the Ahom forces. Thus during the medieval period, Guwahati became the bone of contention among the Ahoms, Koches, and the Mughals. The Ahom king made Guwahati the administrative headquarters of lower Assam with Viceroy or a Barphukan. The emergence of modern Greater Guwahati started in 1826. In 1874 the supreme government of India as a chief commissioner's province made Assam from Bengal as a separate entity, and Guwahati remained the headquarters of this new province for the initial forty days. Shillong was the capital of Assam and was considered the place fit for political and administrative headquarters.

In 1890 Guwahati was connected by railway line with rest of India. The city has always been a political and economic nerve centre since Independence. The economic developmental process was accelerated with the construction and opening of Saraighat Bridge across the mighty river Brahmaputra. Greater Guwahati experienced phenomenal growth after independence of the country following the establishment of major institutions of higher education like Guwahati University, Engineering College and Medical College. At that time a momentous decision was taken by the state government of Assam operating from Shillong to shift the capital of Assam from Shillong to Guwahati. Since then the city has grown immensely in terms of population and development of commercial actions.

**Guwahati city.** The Greater Guwahati city location, physical features, transport system, administrative system and population growth details are discussed below:

**Geographical location.** Guwahati is the premier city of Northeastern India, is situated on the bank of the mighty Brahmaputra. Located at 26.11<sup>N</sup> and 91.45<sup>E</sup>. Being the gate-way of Northeastern region, Guwahati is linked with the rest of the country by railways, roads, inland-ways and air.

**Physical features.** Guwahati is located towards the Southeastern side of Kamrup district. To the south and east is the Khasi hill, the low land area with Deepar beel is on the west and on the North, lays the North Guwahati, Agiathuri Hills. There are major stream flowing through the city and functioning as natural, storm water drainage channel. These are Bharalu, Basistha Bahini, Mara Bharalu and Khajan River which finally ends in river Brahmaputra. There are several hillocks within the valley forming a part of the city's natural features. The main hillocks are at Kharghuli, Ramsa, Japorigog, Nilachal, Kamakhya, Kalapaha, Narakasur and Fatasil. The city is also covered by swamps, marshes and water bodies like Deepar beel, Borsola beel, Silasakoo beel, Silpukhuri, Dighali Pukhuri, Jorpukhuri and Nagkota Pukhuri also cover the city.

**Climate and rainfall.** Climate of the city is tropical by nature with three distinct seasons that is summer, monsoon and winter. The winter is of short duration. The average temperature varies between 120<sup>C</sup> to 320<sup>C</sup> with lowest temperature being 100<sup>C</sup> and highest to 390<sup>C</sup>. The average annual rainfall of Greater Guwahati is 1637.3 mm and 90% of this occurs between April to September and the maximum rainfall period is July to August.

**Transport system.** The transport system of Greater Guwahati includes the roadways, railways, airways and waterways.

**Greater Guwahati.** Greater Guwahati can be divided into two parts like Guwahati Municipal Corporation area and fringe or peri-urban area bordering Guwahati Municipal Corporation area. The Guwahati Metropolitan Area (GMA) is 216 square kilometre. The Guwahati Metropolitan Area covers an area of 328 square kilometres spread over two districts - Kamrup Metropolitan and Kamrup. This includes area of 262 square kilometres covered under GMA and the Fringe or peri-urban area bordering Guwahati Municipal corporation area covers 66 square kilometres.

**Urbanization in Greater Guwahati.** The existence of slum is not a new phenomenon for Guwahati city. Its existence has been seen before independence, but more slum location has emerged after 1976. In the year 1981, nearly 20% of the population of the city lives in these slums. Like other metropolis of India, the slums of Guwahati also spring up in the middle of the city. Probably it has lowered their transportation cost, time-saving purpose and easy to get a part-time job. Regarding the population structure, the slums are almost entirely inhabited by those immigrants, who are mainly engaged in earning wages, such as rickshaw and cart-pullers and other lower-income jobs.

The general economic conditions of the people of the city are not satisfactory. It is like any other city with heterogenous classes of people-from millionaire to beggars. Like other slums elsewhere, the socio-economic conditions of the slums of Guwahati are also not satisfactory. Most of the inhabitants of these slums are from low-income group and therefore there is a symptom of poverty in every slum.

In 1874 the supreme government of India as a chief commissioner's province separated Assam from Bengal as a separate entity and Guwahati remained the headquarters of this new province for the initial forty days. Shillong was the capital of Assam and was considered the place fit for political and administrative headquarters. It was in 1890 when Guwahati was connected by railway line with rest of India. The city has always been a political and economic nerve centre since Independence. The economic developmental process was accelerated with the construction and opening of Saraighat Bridge across the mighty river Brahmaputra. In 1972, with the reorganization of Northeast India, Meghalaya was created as a distinct state of the union of India; a momentous decision was taken by the state government of Assam operating from Shillong to shift the capital of Assam from Shillong to Guwahati. Since then the city has seen a rapid rate of population growth and development. Although in the nineteenth century and also during the first four decades of the twentieth century the growth of Guwahati had slowed down but thereafter the spatial and population growth took place at a high rate.

Greater Guwahati, the capital city of Assam is one of the fast-growing urban centres of India. During the last decade, the economic activities within the city were speeded up. On the beginning of the twenty-first century, the industrial establishment and concentration of new companies had to change the economic scenario of the city. The total population of Greater Guwahati has increased from 2,52,305 in 1971 to 809,895 in 2001 and 963,429 in 2011. The density of population has also increased from 3735 people per square kilometre in 2001 to 4444 person per square kilometre in 2011<sup>23</sup>. The population growth in Greater Guwahati is shown in Table 1.1. In 2001, the urban poor comprises of 14 per cent of the total population which is increased to 17 per cent in 2011. The total slum population in

Greater Guwahati is 17 per cent of the total population that is 1,67,796. The decadal growth rate of population is 19 per cent (2001-2011). The literacy rate of Greater Guwahati is 83 per cent and the sex ratio is 916 persons per 1000 square kilometer<sup>24</sup>. In the following decades, the growth rate has slowed down but in migration has remained constantly high leading to rapid urbanization. The Master Plan 2025 estimates that Greater Guwahati will have a population of 21 lakh by 2021.

### **1.07 Slum and Social Life**

Slums are the feature of the urban landscape. Slums have been an inevitable part of socio-economic development, and have existed through history. Several literary writers contain ample description of slums and slums-dwellers lifestyle. Though slum-dwellers are taken as an integral part of the literary narrative, but not much has been studied empirically about slums and slum-dwellers. Slums dwellers are found-on public lands near factories, railway lines, ports, posh areas, diplomatic enclaves, official complexes, on highways, in low - lying areas, on public lands close to bus terminal, parks, railway stations and in all sorts of residential areas. As development takes place, the slums are pushed to the outskirts, partly out of necessity and partly due to the beautification programmes carried out by the civic bodies. The structure of slums shows that slums are amorphous and scattered all over the city.

A slum comes up initially on a patch of land which has remained uncared, and once it comes up, it becomes quite difficult to dislodge the slum-dwellers. The slum dwellers are mostly illiterate and do not participate in the social life of the community. The slums are largely inhabited by lower caste groups or lower class people occupying lower status

in the social hierarchy of the community. They have a low income and live a low quality of life. The social life of slum dweller is based on language, religion and caste. They celebrate the same festivals they were accustomed to celebrating in their villages. The bonds between people of the same socio-cultural-linguistic groups are very strong. The slum groups interact with other linguistic and class groups who are in away from their peers. The slum dwellers show least interest in political participation and health and sanitation in the slums is in a bad condition. There is a frequent outbreak of malaria, dengue, fever, cough, diarrhoea and headache among others. The need of education becomes paramount among the slum dwellers. Gradually over the years, more persons in a family are pooling the income and as a result, there is sufficient money to buy the once luxury items like coolers, televisions, refrigerators and pressure cookers and raise their standard of living.

The slums attracted the attention of planners, policymakers and social scientist in India. Vivekananda emphatically mentioned about the stark poverty. Mahatma Gandhi delineated a pathetic picture of slum in city life, yet the slum as an object of systematic and scientific study came to be accepted much later in India. In India, some studies on slums have been conducted in some cities only. Among these studies are conducted by Desai and Pillai, Paul D.Wiebe, Venkatarayappa, Bharat Sevak Samaj, Jagannadham and Palvia, sociology division of town and country planning organization. In cities like Delhi, Bombay, Calcutta, Madras, Kanpur and other slums have been studied.

**1.07.01 Slums in Assam with special reference to Guwahati.** Assam is one of the states located in the Northeastern corner of India. Among the Northeastern states, Assam

has the lowest urbanization that is 13 percent with Mizoram at 49.5 per cent being the most urbanized state in the North-Eastern region. The share of urban population to total population of Assam in 1951 was only 4.29 percent; it has increased to 12.1 percent in 2001, which is still lower than the national average of 27.78 percent. The total population of Assam is 3,11,69,272. The urban population of Assam in 2001 was 34,39,240. Assam consists of 88 statutory towns in 33 districts. Although the pace of urbanization in Assam is little bit slows in comparison to the rest of the states of India, but urbanization took place rapidly in Guwahati. In Assamese language, Guwahati means 'areca nut marketplace' and it was known by the name of 'Gauhati' during the British period. Greater Guwahati is the largest urban centre located in the Kamrup (M) district of Assam with 23.89 percent of the total urban population of the state. Guwahati consists of Guwahati Municipal Area and Guwahati Metropolitan Area. The total population of Guwahati Municipal Area is 963,429 and Guwahati Metropolitan Area is 968,549. To understand the trend of urbanization of Greater Guwahati, it is necessary to go into the historical perspective of the city.

Guwahati is also the entry point for the South East Asian region. The flow of people to the city is increasing tremendously due to the rapid growth of population, transport network, commerce and industrial activities. These have led to the rapid increase of slum clusters in the city and in the peri-urban areas. Historically, it is difficult to trace out the emergence of slums in Greater Guwahati city. The origin of slum in Greater Guwahati dates back to the British period. The settlements of sanitation workers of that period were the first slums in Greater Guwahati. It has been found that with the growth of the city many people migrated from different parts of the country to earn their livelihood in the informal sector. The poor people in Greater Guwahati are mainly rural poor migrants and the



increasing rate of migration leads to the formation of slum areas in the city. The city is growing rapidly in the last few decades with growth rates of 131.60 in 1971-1991 and 138.59 in 1991-2001. The total area of the city was only 43.82 square kilometres in 1971.

In 1974 it came under the administration of Municipal Corporation with 34 wards and the area increased to 216.79 square kilometres. The municipal area remains the same in 2001 but the area under Guwahati municipal development authority or that of Greater Guwahati has increased to 262 square kilometres. The total population of Greater Guwahati has increased from 2, 52,305 in 1971 to 809,895 in 2001 and 963,429 in 2011. In 2001, the urban poor comprise 14 per cent of the total population. The total slum population in Greater Guwahati is 17% of the total population. The decadal growth rate is 19 per cent (2001-2011). In Greater Guwahati, the total area covered by the slum population is 5, 82,167 square kilometres.

The slums of Greater Guwahati are characterized by a high density of population with overcrowded low-quality houses and poor sanitation, single-room houses, improper drainage connectivity to houses, no garbage disposal and unhygienic environment. Rural-Urban migration is high in the city core due to the high concentration of economic activities and education opportunities. This also results in a high degree of floating population which exerts pressure on existing infrastructure.

**1.07.02 Education and slums.** Education serves as an instrument of social change and is a unique investment in the present and the future as it develops manpower for different levels of economy. The acculturating role of education brings a change in human behaviour and refines sensitivities and perceptions that contribute towards national

cohesion, a scientific temper and independence of mind and spirit. It is the substratum on which the development flourishes and provides guarantee of national self-reliance and self-efforts that aims at the elimination of poverty and creation of condition for active and greater political, economic, and social participation of the poor, the downtrodden and the underprivileged.

Education is the foremost single factor in the economic development of slum dwellers. The essence of education for the uplift of the slum dwellers, the Indian constitution has given the rights to its citizen accordingly. The constitution has made equality before law (Article 14), equality of opportunity in matters of public employment (Article 16), abolition of untouchability (Article 17), prohibition on discrimination on the grounds of religion, race, caste, sex or place of birth (Article 15) and prohibition of traffic in human being and forced labour (Article 23) as fundamental rights. The directive principle of state policy further recognizes the rights to work, to education, and to public assistance in cases of undeserved social want (Article 47), promises improvement in the levels of nutrition, public health and standard of living (Article 47), directs the state to secure just and humane condition of work and maternity relief (Article 42), to guarantee a living wage, full employment and social and cultural opportunities to all workers (Article 43) and to promote welfare of the people .

After Independence, various committees and commissions have been appointed by the Government of India for the educational development of the disadvantaged people in the country. They are National Adult Education Programme of 1978, Kothari Commission of 1964, National Policy of Education 1986 and the Five-Year Plans. National Adult

Education Programme (1978) was launched to eradicate illiteracy in the age group of 15 to 35 years all over the country. The Sixth Five-Year Plan (1980-85) gave emphasis on education to all citizens irrespective of their age, sex and residence. The plan gave priority to non-formal education for adults particularly in the age group of 13-35 years and aimed at extending appropriate educational to the concerned group of individuals through carefully designed group-specific and work-based curricula. Slum-dwellers formed under the scheme a priority group besides women, scheduled castes, scheduled tribes and agricultural labourers.

Under the Seventh Five-Year Plan (1985-90), eradication of adult illiteracy and the development of a programme of continuing adult education formed a major thrust area. The programmes of Nehru Yuvak Kendras and National Service Scheme also had to focus on eradication of illiteracy special for the disadvantage people like slum-dwellers, scheduled casts, scheduled tribe etc. The Government of India came out with its National Policy on Education in 1986. Adult Education constitutes a part of the policy. The disadvantaged people like the scheduled tribe, scheduled castes, slum-dwellers and others are now conscious about their own educational progress and also try to utilize the provision offered to them. In a democratic set up the dream of an 'Egalitarian Society' is possible only with the universalization of education. Thus, educational provision for the masses has to be a cultural action of freedom and educational programmes initiating the cultural action of freedom of oppressed and disadvantaged groups like scheduled caste, scheduled tribe, slum-dwellers is the need of the present time.

### **1.08 Rationale of the Study**

Aspiration is an important key for achievements and eventual better outcomes. Aspiration is an individual desire to obtain status, objective or level of education. Aspiration of an individual starts at an early age and continues to modify through experience and environment. It tends to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievement. Aspiration is a strong desire to achieve something huge or great.

Educational and occupational aspirations are always interlinked with the future goal attainment of the students. Every student has his or her own aspiration towards education and occupation, which is influenced by the family atmosphere, socio-economic status and educational status of parents. The students living in the slum areas belong to poor family background and possess low socio-economic status.

The investigator has reviewed the earlier research studies and found that studies undertaken among the slum and non-slum students studying in secondary schools of Guwahati city are very few. The students of secondary stage are the future youth of the society. This stage is the turning point in which they have to take decision with regard to their occupation which is related to the stream they choose to study. In the process of selection of their career, educational and occupational aspirations play a vital role. Thus, the researcher has taken up the educational and occupational aspirations of slum and non-slum students studying in secondary schools of Guwahati city. The study will provide a documented data proof regarding the relationship between educational and occupational aspirations among the secondary school students of Guwahati city belonging to slum and

non-slum areas.

### **1.09 Research Questions**

The present research is an attempt to address the following research questions:

1. What is the educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas?
2. What is the occupational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas?
3. Do the secondary school students of Guwahati city belonging to slum and non-slum areas differ in their educational aspiration?
4. Do the secondary school students of Guwahati city belonging to slum and non-slum areas differ in their occupational aspiration?
5. What is the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to the slum area?
6. What is the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to the non-slum area?

### **1.10 Chapter Summary**

In this chapter, a theoretical background is offered about the concept of educational and occupational aspiration, trends of urbanization in the world, India and Guwahati. The concept and theories of slum and trends of slum formation in India and Assam is provided. It also offers the concept of secondary education in India and Assam. Introductory concepts about different variables like slum and non-slum areas of Guwahati and its history. Again,

rationales of the study and research questions are also discussed in this chapter.

The review of related literature to the present investigation is given in the succeeding chapter.

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## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.00 Overview**

In this current chapter, an effort has been made to provide a review of the important aspects of the available research studies which have been carried out in the field of educational, occupational aspirations and also of slum as a phenomenon. It consists of four sections. The first section delineates the reviews related to educational aspiration and the second section deals with the literature related to occupational aspiration. The third section deals with reviews related to slums. And, the final section briefly discusses the conclusion.

#### **2.01 Reviews Related to Educational Aspiration**

Sungoh (1988) revealed that the students from commerce stream are having significantly high educational aspirations than others. Further, a positive correlation was found between socio-economic status and educational aspirations of students. But a high negative correlation was found between the vocational aspirations and educational aspirations of students.

Kaur (1990) enquired the educational aspirations of students belonging to different socio-economic locales of Jammu division. The study revealed that educational aspiration is influenced by different factors namely gender, socio-economic status, and locality. Further, a significant difference was found between students from urban and rural locality.

Sharma and Dhundup (1990) conducted a study to find out the gender variance in educational and vocational aspirations of Tibetan students. The results of the study showed similar level of educational aspirations among both the gender without any significant difference.

Sharma, Verma and Swami (1991) explore the variances in the vocational interests of students of socio-economically advantaged and non-advantaged students of secondary schools of Rajasthan. The findings revealed differences between the vocational interests of both socio-economically advantaged and non-advantaged groups.

Makkar (2010) revealed that the secondary school students who belong to urban area have significantly high educational aspirations and better school adjustment than their counterparts belonging to rural area. The students studying in private schools have significantly high educational aspirations and better school adjustment than the students studying in government schools. Further, the study revealed that female students have significantly high educational aspirations and better school adjustment than male students.

Kaur (2012) investigated the educational aspiration of adolescence concerning their level of intelligence. A sample of 200 teenagers studying in secondary schools of Amritsar district was selected for this study. The results specify that gender and type of school do not affect the educational aspiration of teenagers, but different levels of intelligence influence the adolescents' educational aspiration.

Rampino and Taylor (2013) investigated on gender differences in educational aspiration and attitude. The findings showed that girls have more positive aspiration and



attitude than the boys. The impact of gender on children's attitude and aspiration diverge significantly with parental attitude to education, children's age and the secondary cost of education. Moreover, boys are more open than girls to constructive parental characteristics, whereas educational attitudes and aspirations of boys are weakening at a younger age than the girls.

Behera and Samal (2015) revealed that despite of numerous problems faced by the students, setting the appropriate level of educational aspiration is the furthestmost vital. Along with the psychological factors, there are numerous social variables namely socio-economic status, educational system, school syllabi, culture, family background of the students, and environment are directly influence in the educational aspirations of students. The representation of tribal students into higher education is very deprived in Odisha.

Bora (2016) investigated on educational aspiration of secondary school students in Char areas of Barpeta district of Assam. The findings of the study showed that only 10.15 percent secondary school students of Char areas have a high level of educational aspiration. Moreover, only 20.95 percent students have above average level of educational aspiration. The rest of the students have fallen into the category of the below average, low and extremely low level of educational aspiration.

Lenka and Kant (2016) reveals that the overall educational aspirations among the students with special need is below average due to their physical disability which makes them slight frustrated. It was also found that the boys were more aspired than the girls. Again, the students pursuing education in special schools were superior to their counterpart studying in regular schools.

Raja (2016) explored that there is a similar level of educational aspirations of rural and urban school students of Villupuram district of Tamilnadu. And again, no significant difference was found among the educational status of parents (literate/ illiterate) in the level of educational aspiration of high school students.

Anuganti (2017) compared the educational aspirations of socially advantaged and disadvantaged students of Karimnagar district of Telangana. There was high level of educational aspiration among the socially advantaged group of students than the socially disadvantaged students.

Bashir and Kaur (2017) carried out a study on a sample of 400 students studying in secondary schools of Kashmir division. The study reveals that there is a similar level of educational aspiration between rural and urban students studying in secondary schools. Further, the results specify that there is a positive significant relationship exists between educational aspirations of secondary school students with the school environment.

Kumar and Phogat (2017) conducted a study on the educational aspirations of secondary school students with respect to their gender. This study shows that boys and girls significantly differ in their family support aspect and overall educational aspirations. The study concludes that girls have higher educational aspiration than boys studying in the secondary schools of the Northeast district of Delhi.

Saikia (2017) carried out a study on the educational aspiration of secondary school students with a comparison between tribal and non-tribal locale at Sonitpur district of Assam. In the case of tribal students, it was found that 60percent of them showed high,

32.5percent showed, average and only 7.5percent of them showed a low level of aspiration. On the other hand, 66.67percent showed high, 30percent showed average, and only 3.33percent students showed a low level of aspiration from non-tribal locale.

Ali (2018) carried out a research on a sample of 450 of secondary school students from different schools of both urban and rural parts of Moradabad district. The study showed that educational aspiration was a positive and influential effect on the academic achievement of the students. The students from the urban background significantly differ from the rural students in academic achievement. Further, the study showed that gender plays an irrelevant role in the educational attainment of students.

Chawla (2018) investigated the educational aspirations of secondary school students with respect to their achievement scores. The discoveries of the investigation showed that there exists similar level of educational aspiration among government and private secondary school students. Further, a moderate positive correlation was found between educational aspiration and academic scores of students in secondary schools of Panipat city.

Hooda and Devi (2018) compared the educational aspiration among school students with respect to the type of school, locality and gender in Rohtak district of Haryana. The study showed that in comparison with male counterparts, the female students have higher educational aspiration. Further, the study revealed that the students belong to rural area and students from the private school have high educational aspiration than their counterparts.

Salgotra and Roma (2018) investigated a sample of 351 adolescent secondary school students of Jammu district to know the educational aspiration and socio-economic status among the students. This study reveals that there is significant but positive connection between socio- economic status and educational aspiration. The value of the coefficient of correlation between educational aspiration and socio-economic status among the students is 0.291.

## **2.02 Reviews Related to Occupational Aspiration**

Gaur (1973) found that there exists a significant difference between the levels of occupational aspiration of the superior and the backward pupil and again the superior and the average did not differ significantly in relation to their occupational aspiration levels. Further, there existed a significant difference between occupational aspiration of pupils belonging to the three types of schools - the public, the private-aided and the government. Though there was a significant relationship was found between the socio-economic status and the level of occupational aspiration, the relationship became not significant by keeping intelligence constant. Again, a significant relationship was found between school marks and the level of occupation and boys with a higher level of occupational aspiration were found to be more confident, emotionally stable and controlled.

Hurlock (1973) in her review reported that boys' aspirations are concentrated in such areas as aesthetic, academic work and sex appropriate vocations. The aspirations of girls by contrast most often relates to personal attractiveness and social acceptance areas that are highly valued by women.

Lyngdoh (1975) revealed that high family influence groups have high occupational aspirations. It was concluded that between the high and average family influence groups, the occupational interests are of the same magnitude, but those students whose family is low, also have low aspirations.

Jayapoorani (1982) conducted a study concerning the vocational interest of higher secondary school students and found that a majority of students (84%) preferred natural sciences, mathematics and english. While boys showed interest in engineering jobs, girls preferred to work as doctors. Both boys and girls developed their vocational interests between 13-15 years of age.

Makhiza (1988) found that risk-taking and vocational interests were significantly related. Risk-taking was found to be significantly and positively related to literary interests. Scientific interest, executive interest and outside interest negatively related to agriculture, constructive, commercial, persuasive, social and household interests. Further, the vocational interests of males showed that they were high in executive, social and scientific jobs and there was moderate interest in persuasive, artistic and literary jobs and low interest in commercial, agricultural, household and constructive jobs.

Robert (1988) made a study to find out if the vocational choices of higher secondary students depending upon their socio-economic status. This study found that vocational choices of higher secondary students were independent of their socio-economic status and also the vocational aspiration of their parents. Both boys and girls had similar level of vocational choices.

Sodhi (1988) made a study of the vocational interests and occupational choices of adolescent girls. This study found that very few adolescent girls were able to make correct occupational choices in accordance with their vocational interests. It was also observed that occupational choices and vocational interests were comparatively more congruent for girls of urban background and those belonging to the high-income group as against their counterparts from semi-urban areas and the low-income group.

Sungoh (1988) made a survey of vocational aspirations of Doordarshan-viewing pre-university students in Shillong. This study shows that male viewers and science students had significantly higher vocational aspirations. And a high negative correlation was found between the educational and vocational aspirations of students.

Pattinsthr (1989) found that the parents of the vocational-stream students marginally differed in their level of income and expenditure. The study also concluded that occupation, income and expenditure are the determining factors of a students' vocational interest.

Bisht (1990) carried out a study on a sample of 960 students for the study from two constituent colleges of Kumaun University. The study suggests that reservations in employment should be based on the socio-economic status of the applicant. Since all the backward and weaker sections of society suffer from vocational stress, reservation for them in employment must continue. However, if vocational stress is found among the non-weaker sections, reservations should be extended to them also.

Choudhury (1990) carried out a study to find out the vocational aspirations, occupational choices and academic choices of students. The sample consists of 196 class IX students in the city of Pune. This survey found that 40 percent of the total sample wanted to become doctors or engineers. The majority of the students preferred the science stream for continuing their studies and future career. The study did not find any relationship between the occupation of the fathers and the occupational choices of the students.

Javed (1990) made a critical study of the vocational interests of the students of arts, science and commerce. It was found from the investigation that the rural students were disinterested in vocations based on agriculture. They showed more interest in science-based vocations. Students from arts and commerce expressed high interest in persuasive and executive vocations. Students of all three faculties showed low and little interest in social vocations. They preferred and were highly interested in white-collar jobs as against vocations requiring physical labour in which they were the least interested.

Kaur (1990) studied the vocational aspirations of students belonging to different socio-economic locales of Jammu division. It was found that vocational aspirations are influenced by sex, socio-economic status, and locality when taken independently. Urban students differed significantly from their rural counterparts in their vocational aspirations.

Mishra (1990) investigated the relationship between vocational interests and socio-economic status (SES). This study also aimed to find out the effect of sex and residence on vocational interests. The sample consisted of 200 students, 100 each from urban and rural. SES was found to be positively related to administrative and scientific interests and negatively related to agriculture and social service areas of interest.

Mohan and Gupta (1990) studied factors related to the choice of vocational courses. Some of the significant factors identified were interest, motivation, personal concerns, and values, level of self-concept, attitudinal aspects, career maturity and future prospects.

Sharma and Dhundup (1990) studied the vocational aspirations of Tibetan students. This study found sex differences became prominent in case of their vocational aspirations. Tibetan boys had a greater range of vocational choice and were more ambitious vocationally as compared to girls. The boys preferred challenging, prestigious, well-paid, creative and adventurous jobs whereas girls preferred clean jobs characterized by routine work, security, quiet, and non-competitive type of vocations.

Akhilesh (1991) conducted a study aimed at generating a comprehensive database of vocational patterns of young urban adolescents. The influence of adolescent's age, socio-economic status and gender on their vocational patterns was examined through the survey. Differences were seen in their vocational choice patterns as a function of socio-economic status and gender but not for the age factor.

Pennamma (1991) attempted to study the patterns of occupational choices of secondary school pupils and school leavers. A sample of 736 school pupils and 400 school leavers taken for the study. It was found from the study that the school pupils and school leavers differ in their choices of ideal, preferred and actual occupation for the total sample as well as for different sub- samples such as boys-girls, urban-rural pupils.

Saraswathi (1992) undertook a study to investigate the problem: Are the various dimensions of the personality of school students related to their vocational interests. This



study concluded that personality dimensions and vocational interests of tenth standard students were not related. Vocational interests were also not related to their academic achievement.

Zagar and Mattoo (1993) surveyed vocational interests of high and low creative students. It has been found from this study that high creative to be more interested in fine arts, and literacy activities.

Mattoo (1994) conducted a study on vocational interests and adjustment of high and low creative students. This study revealed that high creative students are dissatisfied, maladjusted and emotionally unstable.

Shukla (1994) conducted an investigation on vocational interest as related to general mental ability and achievement motivation. Level of achievement motivation in 200 male pupils of class IX and abilities were found negatively in related to commercial, persuasive and household dimensions of vocational interests.

Pradhan (1995) aims to study the vocational interest of higher secondary girl students in relation to their stream of study. The sample of the study comprised of 150 girls studying in higher secondary classes of three colleges situated in urban Puri, Orissa. The findings of the study show that there was significant difference among higher secondary girl students studying in arts, science and commerce stream with regard to their interest in literacy, scientific social service, artistic, constructive and home management activities. On the other hand, no significant difference was found in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

Shukla and Agrawal (1997) attempts to examine the socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled castes' and non-scheduled castes' students. It was found that the level of occupational aspiration of scheduled castes (SC) students were lower as compared to the non-SC students. The SC boys had low occupational aspiration in comparison to non-SC boys, though no significant difference in the occupational aspiration level of SC and non-SC girls were found.

Yadav (2005) found that adolescent students have high need achievement while investigate to know the relationship between needs and vocational preferences. The administrative work has been preferred most by the students. Also, they have given highest preference to the executive work and least preference to the jobs related to music. Supplementary it has been seen that the need achievement has got negative correlation with biological sciences and need achievement has no significant correlation with any of the vocational areas.

Khan (2006) compare the occupational aspiration of boy and girl students of senior secondary schools of Delhi. The researcher found almost same level of occupational aspirations between the boys and girls studying in senior secondary schools. There was a significant difference between the occupational aspirations of boys from government schools and girls from government-aided schools. And also, a significant difference existed between the aspiration of students of government-aided schools' boys and government schools' girls and occupational aspiration between boys of aided schools and girls of government schools.

Patton and Creed (2007) conducted a study on occupational aspirations and expectations of Australian adolescents. The study reveals discrepancies between occupational aspirations and expectations and the relevance of including career development constructs into these investigations was confirmed. Factors like self-esteem, academic achievement and career maturity were associated with students' occupational aspirations. Students with high achievement were showed high career maturity, higher self-esteem and more occupational aspiration in compare with students who have skilled status aspirations. Further, students with semi-professional aspirations showed high career knowledge in comparison with students who have skilled aspirations.

Saikia (2008) in 'Youth and Career Aspiration' stressed upon importance on career aspiration of college-going rural youths. From this investigation, it was observed that respondents showed their aspiration for a career. Majority of the respondents' showed their aspiration towards the teaching profession. And, there no difference was also found that in educational and career aspiration.

D'souza (2012) conducted a study on vocational aspirations of standard X students in relation to stress and academic achievement. This study has revealed that the relationship between vocational aspiration and academic achievement for boys, girls and the total number of students are significant. Further, the relationship was also observed positive and low in magnitude.

Yadav (2012) carried out a study on occupational aspiration of rural youth in relation to agriculture and allied sectors in Panna district (M.P.). The study revealed that the majority of the rural youth with 41.67percent had middle level of social participation

and the majority of the rural youth 69.17percent had joint family. Out of 120 respondents, the majority of the respondents was 43.33percent had medium level of occupational aspiration, 31.67percent had high occupational aspiration, whereas only 25percent had low occupational aspiration in relation to agriculture and allied occupations. As regards contact with extension agents it holds a significant association with the occupational aspiration of rural youth. The major psychological barriers for the occupational aspiration of rural youth by the respondents were observed in the descending order as lack of information was 40percent. Illiteracy or lack of education was 35.83percent, lack importance to farming and allied occupational 35percent, lack of confidence 30.83percent, lack of patience 25.83percent.

Kalita (2013) carried out a study on academic performance in relation to institutional facilities and career expectations of Mishing students. In his study, the investigator collected data from 500 Mishing secondary school students of Jorhat and Lakhimpur districts. This study revealed that the Mishing secondary school students had an average level of career expectation. It was also found that in both Jorhat and Lakhimpur districts, most of the Mishing students viewed that institutional facilities of their schools were under average category and institutional facilities for Mishing students were better in Lakhimpur district as compared to Jorhat district.

Kalita (2014) explained about occupational aspiration and school facilities of secondary school students in their work. This study exposed that there exists a significant relationship between occupational aspiration and school facilities of secondary school students of Lakhimpur district.

Baruah (2016) carried out a study on socio-economic status in relation to academic achievement and occupational aspiration of Tiwa students. This study aimed at studying the academic achievement, occupational aspiration of Tiwa students and its relation to socio-economic status and also to study the gender difference in occupational aspiration of Tiwa students. The results of the investigation revealed that there was a significant difference in academic achievement between boys and girls in high school leaving certificate examination. On the other hand, the average level of occupational aspiration is there among Tiwa students. It was also found that there is a gender difference between boys and girls in the choice of occupation. Further, a positive relationship was found between socio-economic status and occupational aspiration of Tiwa students.

Bora (2016) made an attempt to study the occupational aspiration of secondary school students in Char areas of Barpeta district of Assam. It was also found that there is no significant difference between educational and occupational aspirations of boys and girls secondary school students of Char areas in Barpeta district of Assam.

Das and Bhagabati (2016) carried out a study on occupational aspiration of higher secondary girls' students in Nagaon district. The study aims at to study the occupational aspirations of higher secondary girls' students in regards to rural and urban area schools and to compare with regards to their caste. The study reveals that there is no significant difference in the occupational aspirations of girls between rural and urban areas. It was also found that the maximum number of 65.3percent of girls from different castes have moderate level of occupational aspiration.

Kainthola (2016) carried out a study on academic achievement and occupational aspiration of secondary level students in relation to their self-esteem and socio-economic status. It was revealed that the significant relationship exists between socio-economic status and academic achievement of the students. No significant relationship was found between academic achievement and occupational aspiration, and self-esteem and occupational aspiration of the students. On the other hand, divergences were found between the academic achievement of students of rural and urban areas, and also the academic achievement of males and females.

Anuganti (2017) compared the vocational aspirations of socially advantaged and disadvantaged students of Karimnagar district of Telangana. This study discovered that the level of vocational aspiration was better among the socially advantaged group of students than the socially disadvantaged students.

Gupta and Kumari (2017) investigated about occupational aspirations of secondary school students in relation to their self-confidence. The study was consisted of 400 students belonging to the central board of secondary school of Haryana. The study revealed a moderate level of self- confidence and occupational aspiration among the maximum number of students pursuing secondary education. The occupational aspirations and self- confidence were significantly correlated with each other. Further, the girls were found better in self-confidence than the boys and the other hand boys were showed higher occupational aspiration than their counterparts.

Baro (2018) investigated a study on occupational aspirations of Bodo medium lower secondary school students of Baksa district of Assam. This study reveals that the boy

and girl students have significant and slightly positive correlation of educational aspirations.

Somashekher (2018) carried out a study on occupational aspirations among university students. This study was revealed that a large number of university students are aspiring to become teachers and prefer to teach at graduate and postgraduate levels. Further, the maximum number of students was showed confidence in their life goals and they regarded the importance of suggestions given by parents as well as self-orientation.

### **2.03 Reviews Related to Slums**

Abraham (1977) founds that the total effect on market reaction and state intervention was confirmed the hypothesis. There is a positive influence of unemployment on employment and downward substitution of educational categories on the other hand. And the results also confirm that lower the educational levels of the labour have the higher in the elasticity of substitution.

Midha (1987) conducted a study on slums in Bombay house a surprising number of white-collar workers from the educated middle class. In present study researcher described that modern slum was not a den of anti-social elements and anti-social activities. It was not only the habitation of unskilled, semiskilled, skilled labourers, but some of the slums of Bombay were the living place of many white-collar professionals. Dearth of accommodation and nearness to the working place compelled them to live in the slums. The investigator also observed that the common dwellers of these slums tried to improve their living condition as the families of white-collar professionals.

Thakur and Dhadave (1987) wrote a book on 'Slum and Social System'. This book aims at reconstructing of the social structure, communication patterns, processes of integration, conflict within the slum and its interaction with the large urban community of the city of Gulbarga in Karnataka. Most of the slums are inhabited by Hindus and Schedule Caste. The problem of poverty is crucial for slums. Religion and social organization have a close tie in the lives of the slum dwellers. Social mobility among slum dweller is low. The socio-psychological and economic conditions prevailing among the slum dwellers alienate them from the wider social life. The integration and communication between the slum dwellers and the non-slum dwellers exist in matters of religion, culture and festivals.

Rao (1990) wrote a book on 'Social Organization in an Indian Slum' based on the study undertaken by author with a view to refuting the notion that slum is without organization beyond the family level. This book arguing that 45percent of the total population of Wadarwadi, mostly engaged in the construction of building and roads repairing works. Every slum family tries to see that their married children live nearby their parents. The Wadars are largely endogamous. The dropout and retention rates of boys are high and the educational and job aspiration of the slum children and parents is the same as the middle and lower middle- class parents of non-slum areas. The slum children have a lack of motivation to study as they feel that sooner or later, they have to leave school and take up job.

Bhatt (1994) studied on Slums in a metropolis: A case study of Delhi. In this study two slums of Delhi were selected, one was R.K. Puram and another one Patparganj. It was noted that the economic condition of the slum dwellers was improved considerably and



gradually after they have migrated to Delhi. The slum people are socially and culturally transformed a lot compared to their own past in the villages from where they have migrated to the city of Delhi. Despite a high rate of illiteracy and poor economic standing. The slum-dwellers are well aware of the ways and means by which they can overcome their problems. A large number of slum-dwellers is happy with the policies and programmes which have been implemented for their welfare. Land or plots and ration cards are two necessities being met by the national capital territory of Delhi. The second priority consists of amenities like school, electricity, dispensary, linking of bus routes, and hand pumps for drinking water. Despite the overall satisfaction with what the government has been doing for the slum-dwellers, there is a persisting tension in the minds of people regarding the future of their sons and daughters. When they look around educated middle-class people engaged in white-collar salaried jobs, anxiety they feel quite frustrated, expressing about the male children. They do not want them to remain construction workers and as unskilled labourers and gardeners.

Bauddha (1997) tries to understand the need for increasing educational facilities in the slum area and also it analyses different matters of child labour. Household survey method was employed, and 100 families of slum area were surveyed randomly. Interview with head of the family, and children of 6-14 years age, Observation of the family life, structure, daily routine work and customs were analysed. This study found that the target of universalisation in the age group of 6-14 years may not be achieved till now and operation blackboard has still not come into creation. Further, a hundred percent enrolment as target was not completed till yet.

Jha (2002) authored a book 'Status of Girl Child in India'. The author expressed views about the educational status of girls in the two blocks-Amethi and Sultanpur. The study presents that about 56percent in Amethi and 40percent in Sultanpur were illiterate. Among the literates, most of the girls were literate up to 5th standard. A very less percentage of girls were high school and above in both the blocks. The most common reasons for not attending school was that the girls were grown up and therefore their parents did not allow them to go to school. And, schools were also far at distance from home, financial problem, household works and getting married were some of the reasons.

Aggarwal and Chugh (2003) found that the performance of slum students was very low and far from the expected level among class I and class IV students in both mathematics and language. In the subject of mathematics, the students of unrecognised schools showed better performance than government school students. But in language, the students from IV grade showed significantly lower achievement.

Kathuri and Juma (2007) studied on slum education- making low-income schools relevant. This investigation reveals that the free primary schools' needs for teacher training, management skills and classroom infrastructure. In estimation 51percent of slum pupils' parents were self -employed in menial activities. Out of which 41percent of these slum pupils were in government schools, it calls for an urgent need to invest in transforming slum schooling as a tool to fight poverty. Both parents and pupils recognised the challenges at the low end of the economy but clearly demonstrate an enthusiasm to move on to the next level.

Tsujita (2009) carried out a Study on deprivation of education in urban areas: A basic profile of slum children in Delhi, India. This study revealed the school attendance of slum children aged 6 to 14 years is much lower than that of children in Delhi as a whole. Parental perception of education and funding on education are the chief constraints in the enrolment of the students.

Cameron (2010) carried out a study on education in slums areas of Dhaka, Bangladesh. The study describes that people in the slums of Dhaka have greater difficulty in accessing schooling. It was dealt with the theory of rates of returns to education, and also tried to explore the different factors hindering to the access of educational opportunity. The study revealed that the 60percent of 4-15 years old students were enrolled in schools. And 77percent of 6-11 years old students were enrolled in the primary school. An enrolment of girls was slightly higher in comparing with boys and it was maximum in the period of 8-10 years of age.

Cameron (2010) revealed that the exclusion of boys was higher than girls from the primary education in slums of Dhaka, Bangladesh. Only in rural areas, the stipends are available for girls to attend secondary school but not in urban areas to influence upon enrolment. Children of slum area spend their lot of time in household work like cooking and cleaning. Enrolment in right age and less dropout rate was found among the children of educated parents. Similarly, the enrolment was found high among the children from wealthier family.

Malik (2010) conducted a study on educational mobility among slum children in Odisha with reference to Bhubaneswar city. This study reveals that the slum population is

deteriorating socially and economically. Poverty interrupts the socio-economic status, health, education, nutrition, sex ratio, life expectation, birth and death ratio. Because of the poverty, economic status and education level is lower, so the socio-economic status of slum is low. The slums typically lack proper health and hygiene, safe drinking water, organised garbage collection and there always exist a shortage of space inside the houses where the children are living.

Borah and Gogoi (2012) carried out a study on the growth of slum areas and changing land use pattern in Guwahati city, India. The study reveals that the slums are the congested residential areas and these people have a shortage of dwelling units. There is a lack of open spaces in Guwahati area and there is an increase in built-up land at the expenses of agricultural land, forest and swamps. The growth of slum areas and changes in land use pattern has a negative impact on the ecological environment and urban infrastructure.

Pandey (2012) conducted a study on a comparative study of dropouts among boys and girls (6-14 years) in rural areas of Aligarh district. The study tries to investigate demographic characteristics of dropout of target areas, the personal and other factors influencing girls and boys to leave school in middle. The study shows that girls are more dropout than boys and the majority of dropouts were dropping out from the primary stage and also, they are from SC and OBC and large families (6-8 members). Majority of the dropout parents are illiterate and labourers. The personal factors like dropout's disinterest in education, health played an important role in boy dropout than girls and family factors had a more significant role in female dropout than male.

Sufaira (2013) reveals that considering the demographic particulars, it has been observed that the slum household have an average family size is 6.9percent in notified and 4.9percent in non-notified slum and most of the household were regulated by male members. In the notified slum, 53percent families were headed by males and 46.9percent by females. Whereas, 54.1percent families were headed by males and 45.9percent were by females in non-notifies slum. Muslim is found as a major community in the notified slum area consisting of 93.2percent and Hindu population was a major community in non-notified slum with 78.2. The housing condition in the slum presents a grim scenario. Further, the literacy rate for male was found 82.5 and for female it was 69.9percent.

Upadhyay (2013) carried out a study on health issues of urban slums in Ahmedabad city. The findings revealed that most of the slum dwellers are from scheduled caste and illiterate. They have mostly half pucca house and engage in occupation like labourers. Large numbers of respondents are strongly believed to take medical treatment at government hospital, dispensaries, urban health centres and nursing homes. Government nursing homes mostly prefer by selected respondents to deliver their child, as it is financially affordable and inexpensive for them. Most of the respondents are only knows about immunization, malaria and TB Control Programme. But they are not aware of women and child reproductive health-oriented schemes like 'chiranjivi yojna', 'janani suraksha yojna' likewise programmes introduced by the government.

Chetia (2014) conducted a study on conditions and perception of the urban poor. The objective of the study is to study the conditions, perceptions and coping strategies of the urban poor. The results showed that the urban poor have conceptualized their situations

as happy (10.8%), miserable (52.0%), mixed (34.2%) and no response (3.1%). The causes of poverty according to the perceptions of the poor are physical, individual and economic which reflected the multidimensional nature of poverty. The coping strategies of the poor in adverse situations are found to be many and diverse. They are income raising strategies, expenditure minimizing strategies, survival strategies during eviction, social-economic infrastructure options and social network. But the urban poor depended mostly on readjusting their expenditure patterns.

Swati (2014) carried out a study on gender inequality in literacy and school level education in slums of Kolkata Municipal Corporation (KMC), India. The purpose of the study is to estimate the spatial variation in gender inequality in literacy among females in the slums of KMC and to investigate its causes. In results, the literacy status was found very low and far from satisfactory among female slum dwellers of KMC. Huge numbers of female population from slum areas were getting very less or none at all educational facilities due to numerous socio-economic and cultural hinders. High rate of gender disparity was found among KMC slum population, as females were lacking in education.

Sharma (2016) conducted a study on the educational status of children living in the slum areas of greater Guwahati. The educational status of slum children living in greater Guwahati in the age group of 6-14 years reveals that there are children currently in the schools as well as out of the schools. There are a greater number of slum children in the schools which is 81percent and the remaining 19percent children are out of the schools. Hence, in an urban centre like greater Guwahati there is still a large percentage of slum children in the age group of 6-14 years who are out of the schools. It is also revealed that

poverty is the major reason for dropout and non- enrollment of children in the schools which is 19.72percent and 24.32percent respectively.

Singh (2016) explained about the socio-economic conditions of slums dwellers in the present study. This study reveals that the living standard quality of the slum dwellers and their existing housing condition is very low. There is an extreme lack of basic amenities and living a challenging life in the slum areas.

Lahon (2017) reveals that the children do not like to go to the school because the school infrastructure, as well as the environment of the school, is unable to attract the children. It is also found that the children from urban slum of Guwahati city are getting free textbooks and uniform as well as mid-day meal. Most of the children work for livelihood and a smaller number of children know about health. These children were not getting proper toilet facility, drinking water and nutritious food even though they providing mid-day meal.

Roychoudhury (2018) carried out a study on the educational backwardness of children in urban slums with special reference to Guwahati city. In this study, the researcher revealed that all the slum children were not availing their right to education and one of the major causes was that still many of the children did not know that education was their birthright. The educational problems faced by the slum children were child labour, no space and time at home to study, domestic work at home. Another condition that acts as barriers in the regular studies of the slum children is the environmental conditions of the locality such as noisy market area, alcoholic parents, single room house, and absence of electricity among others. It was also found that very few parents were aware and know

about 'Right of children to free and compulsory education Act, 2009', 'Sarva Siksha Abhiyan', 'Total Literacy Campaign' and 'National Literacy Mission'.

#### **2.04 Conclusion**

After careful review of the available related literature, it is found that no significant research work has been done in this field with regard to the educational and occupational aspiration of secondary school students from slum and non-slum areas of Guwahati city.

The methodology adopted for carrying out the present study is discussed in the next chapter.

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## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.00 Overview**

This chapter deals with the research producers adopted in carrying out the present study. It consists of ten major sections. The first section is the statement of the problem. The second section explains the operational definition of key terms. The third section deals with the limitation and delimitation of the study. The fourth section deals with the objectives. The fifth section explains the hypotheses. The sixth one deals with the method of the study. The seventh section briefly states the population and sample. The eight one states the instrumentation. Again, the ninth section describes the collection of data and the final section deals with the statistical techniques adopted in the present study.

#### **3.01 Statement of the Problem**

Educational and occupational aspirations are always interlinked with the future goal attainment of the students. Every student has his or her aspiration towards education and occupation, which is influenced by the family atmosphere, socio-economic status, and educational status of parents. The students living in the slum areas belong to poor family background and possess low socio-economic status. Against the backdrop, it is proposed to study and to get the empirical answers. The following problem is stated as “Educational and Occupational Aspirations of Secondary School Students from Slum and Non-slum Areas of Guwahati City”.

### 3.02 Operational Definition of the Key Terms

The different key terms used in the title and in the body of dissertation are operationally defined as follows:

**Educational aspiration.** Educational aspiration is experiencing in terms of marks obtained, an estimate of goal setting, and success or failure experienced. The amount of efforts made in the examination and the ability and capacity to study for the examination have a direct bearing upon setting a future goal (Sharma and Gupta, 2011).

**Occupational aspiration.** Occupational aspiration is an orientation towards occupational goal (Haller and Miller, 1963).

**Secondary school students.** For the present study secondary school students are the students between the ages of 14 to 16 years, admitted in class IX and X of secondary schools of Guwahati city after completion of elementary education and before higher education.

### 3.03 Limitations and Delimitations of the Study

In this study, the researcher has selected only students from slum and non-slum areas of Guwahati city. So, it is limited to the slum areas of Guwahati and it cannot be generalized to the whole of Assam or India's slum and non-slum areas. The researcher has selected only nine secondary schools of Guwahati city among nineteen schools, where slum and non-slum students are studying together. Hence, the study is limited to the schools where students come from slum and non-slum areas of Guwahati city. Moreover, it is not possible

to guess the usefulness of the findings in further conditions because the finding of the current scenario may not be suitable to find a further scenario. Thus, the study is limited to the present time and a particular geographical area only.

The present study is delimited to class IX and X slum and non-slum students studying in secondary schools of Guwahati city. The present study is also delimited to only those secondary schools of Guwahati city, where slum and non-slum students studying together. And, only the secondary schools of Guwahati city under the Board of Secondary Education, Assam is included for this study.

### **3.04 Objectives of the Study**

The present study has been undertaken with these objectives:

1. To identify the educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas.
2. To reveal the occupational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas.
3. To compare the educational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas.
4. To compare the occupational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas.
5. To find out the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum areas.
6. To find out the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum areas.

### **3.05 Hypotheses of the Study**

To study the above-mentioned objectives, the following statistical hypotheses have been formulated:

1. There is no significant difference as regards educational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.
2. There is no significant difference in occupational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.
3. There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum areas.
4. There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum areas.

### **3.06 Research Method**

The method selected for this study was based on the nature of the research problem. As stated in statement of the problem, the researcher desire to find out the educational and occupational aspirations of secondary school students from slum and non-slum areas of Guwahati city. In other words, the research has the inherent need to have a survey method of investigation. Here the present research study was brought under Normative Survey research. Normative survey method is that type of investigation that attempts to describe and interpret what exist at present. It is employed to collect detailed descriptions of existing phenomena with the intent of employing data to justify current condition and practices or to make more intelligent plans for improving them. Its objective is not only to analyze, interpret and report the status of an institution, group or areas in order to guide, practice in

the immediate future, but also to determine the adequacy of status by compiling it with established standards. This method was considered appropriate for this research work because no readymade data which are required for examining the different objectives under this study, educational aspiration and occupational aspiration of the secondary school students of slum and non-slum areas of Guwahati are available.

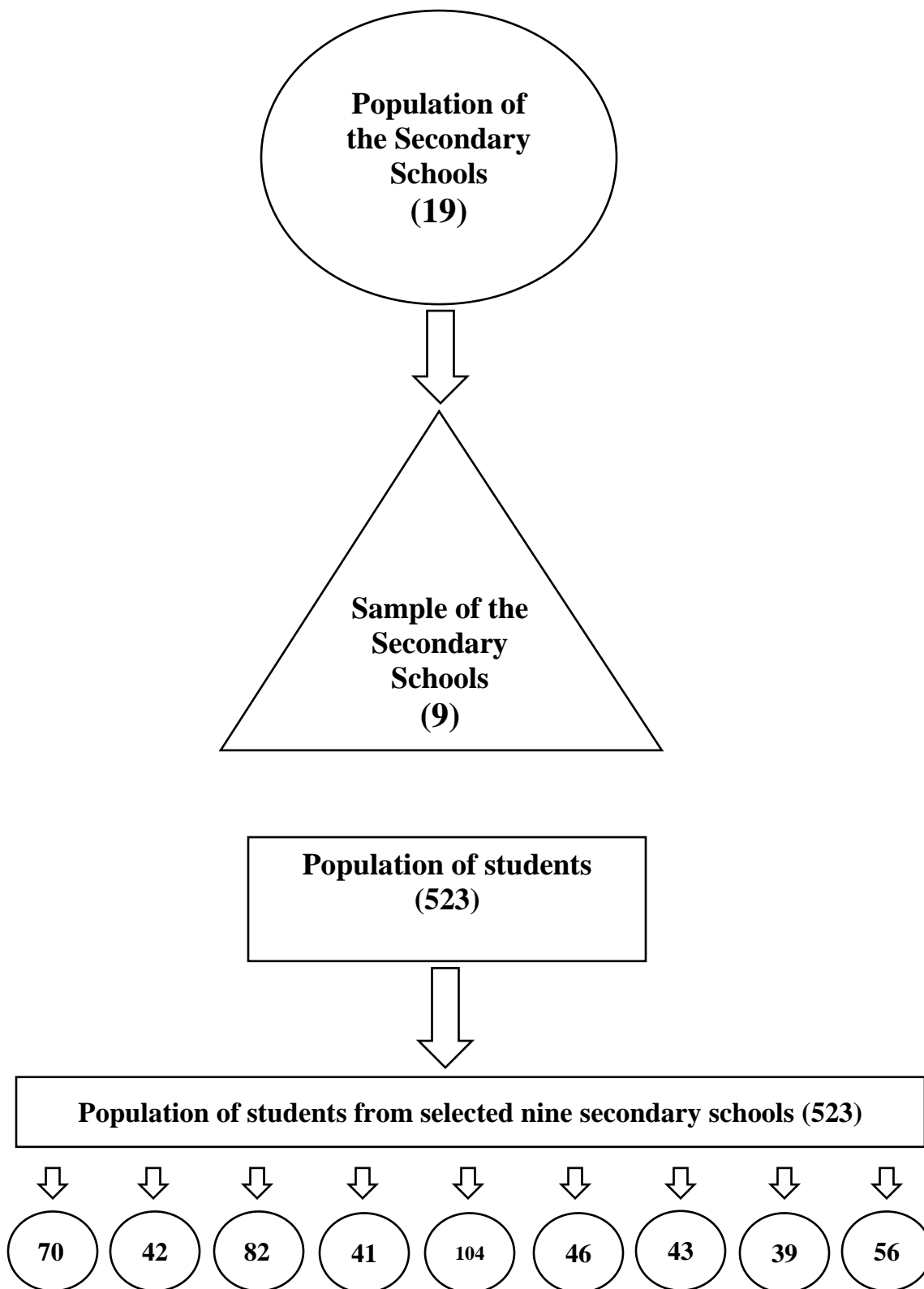
### **3.07 Population and Sample of the Study**

There are one twenty-one government secondary schools were situated in Kamrup Metro. Out of these one twenty-one schools in nineteen secondary schools, the students from slum and non-slum areas of Guwahati city studying together. Hence, these nineteen secondary schools are the population of secondary schools for the present study. And all the class IX and X students studying in the selected nine schools were the population of students in the present study.

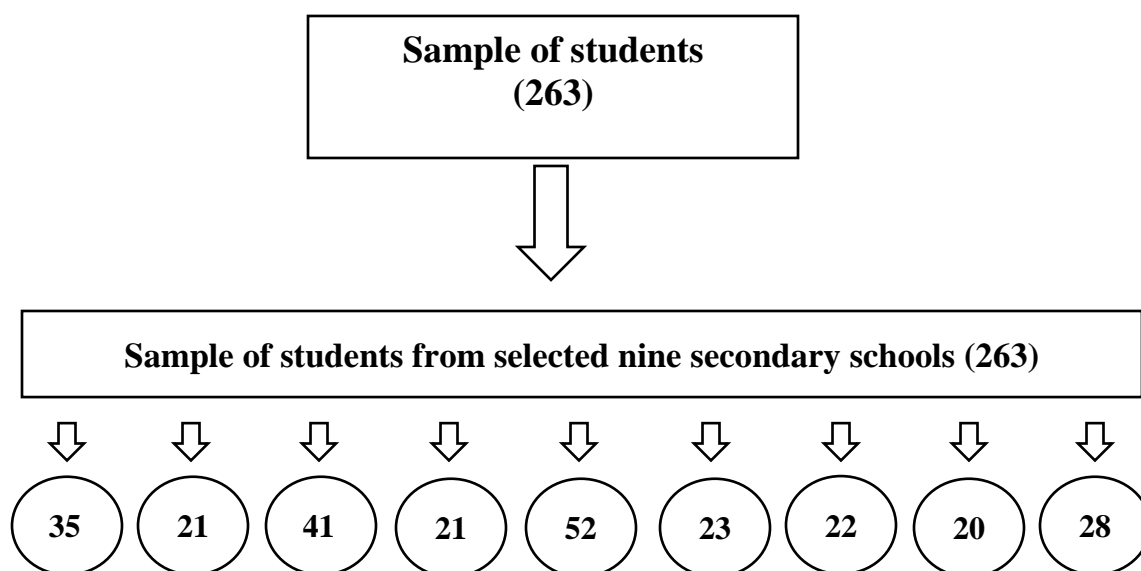
According to the nature of the population, the selection of the samples for this study followed the two-stage sampling technique. One is sample of the schools and another one sample of the students.

Out of these nineteen secondary schools, nine secondary schools have been selected as sample of schools for the study by applying simple random sampling technique. The total number of students in these nine secondary schools was 523. From 523 students, more than fifty percent (263) were taken as sample of students for the study. Out of 263 samples, 108 from slum areas and remaining 155 from non-slum areas were found from the official record of the schools. From each school, fifty percent of the students were taken as a sample for this present study by using equal proportionate stratified random sampling technique.

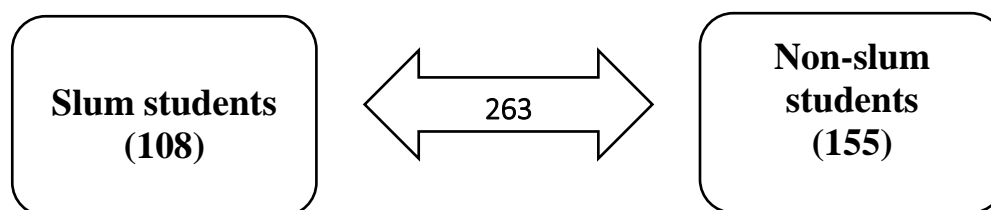
The population and sample of the study are diagrammatically shown as follows:



From each secondary school, 50% of students were taken as a sample by applying equal proportionate stratified random sampling technique (263).



Out of 263 samples, 108 were from slum areas and remaining 155 from non-slum areas.



### 3.08 Tools used in the Study

Keeping in view of the objectives of the present study, the investigator had used two standardized scales for data collection. One was Educational Aspiration Scale (Form P), and the other one Occupational Aspiration Scale.

**3.08.01 Educational aspiration scale form-P.** Educational Aspiration Scale (EAS) Form-P has been designed for secondary school pupils for measuring their level of educational aspiration developed and standardised by Sharma and Gupta (2001). This scale has been developed on the rationale of the Past experience (Pe) in terms of marks obtained estimate or goal setting, success or failure experienced, Amount of efforts (Ae) made in the examination, and the Ability and capacity (Ac) to study for the examination have a direct bearing upon setting a future goal. The EAS Form-P has been developed by taking into consideration of the above variables operating in the past and present so far as setting the level of educational aspiration in future is concerned. Paired comparison technique has been employed. By resolving these primary variables into different factors which could be effective in the past, present and future, 45 items designed in a paired comparison form have been developed.

There is no right or wrong answer. The subject has to compare between a pair of statement given in each of the items, and weight one of this two by putting a tick mark against it. The minimum and maximum score on this scale is 0 to 45. Coefficient of stability of the scale was computed by the test-retest method (reliability 0.98). The coefficient of internal consistency by odd-even technique was 0.803. Validity of the scale against scholastic achievement (Board Exam was 0.692). Predictive validity with EAS Form-P was 0.596.

**3.08.02 Occupational aspiration scale.** The Occupational Aspiration Scale (OAS) is used to find out the occupational aspiration of the secondary school students from slum and non-slum areas. The OAS was developed and standardised by Grewal (1998). Earlier,



the level of occupational aspiration scale was developed by Haller and Miller in the year 1967 for measuring the occupational aspirations of the youth. The present scale consisted of 80 occupational titles taken from the Dictionary of Occupational Titles of India. All 80 occupational titles were arranged in mixed order in eight multiple-choice items.

Scoring procedure of all the eight items is same. There are ten alternatives to occupational titles for each question. Only one alternative occupational title may be checked. In this scale, each item alternative a weight ranging 0 to 9 was having a maximum of 72 and minimum 0 scores. The scale was translated into the vernacular language (Assamese) with the help of a language professional to understand easily by the students.

The reliability coefficient of the OAS was done by test-retest method and it was found to be 0.84. The validity of the scale was assessed by finding the co-efficient of correlation and it was found to be 0.75. This scale has been validated against Haller and Miller Occupational Aspiration Scale.

### **3.09 Collection of Data**

Collection of data is very essential in any educational research to provide the solid foundation. The data collection is the process of accumulating specific evidence that will help the investigator to analyze properly the results of the investigation. The main purpose of data collection is to verify the research hypotheses. While deciding about the method of data collection for this study, the researcher had kept in mind two types of data viz. primary and secondary. The primary data are those which are collected a fresh and for the first time and thus happen to be original in character. The secondary data on the other hand, are those

which have already been collected by someone else and which have already been passed through the statistical process.

In conducting the present research, the investigator had used mainly primary sources of data. For collection of data the researchers have visited the secondary schools beforehand and take permission from the headmaster/principal. The primary data were collected from the students of class IX and X of the selected sample secondary schools. The researcher has visited different government offices, libraries and institutions to collect materials for the purpose of research investigations. The information from secondary source has been collected from various books, research journals, Ph.D. theses, M. Phil. dissertations, government reports, census reports, daily newspapers, magazines and other statistical records related to the research problem. In addition, the investigator had also collected different materials and information's by the source of internet and different educational websites.

### **3.10 Statistical Techniques Adopted**

The researcher keeping in view of objectives of the study, after the collection of the data, different descriptive statistics namely percentages, central tendency, standard deviation and inferential statistics namely Z-test, t-test, ANOVA, correlation of coefficient was used by investigator for analysis of data.

The results obtained were analysed, discussed and interpreted in detail in the succeeding chapter.

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## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.00 Overview

The present chapter deals with the analysis of the data followed by the interpretation and discussions. The present study is basically empirical in nature. To enter into the venture of slum and non-slum area research it is necessary to understand slum area as well as non-slum areas compositions and dynamics first. For this purpose, relevant data was collected through standardized tools and analysed to find out the educational and occupational aspirations of the students. The main purpose of the study was to find out the educational and occupational aspirations of slum and non-slum students studying in secondary schools of Guwahati city. The data obtained from 263 samples were systematically analysed through utilizing statistical techniques like frequency, percentage, standard deviation, t-test, ANOVA, and coefficient of correlation and the results were interpreted accordingly.

#### 4.01 Some Basic Slum Information of Guwahati City

Table No. 4.1: Data representing the environmental conditions that hamper regular studies of the students

S. No.	Environmental conditions	No. of respondents (263)	% of the no. of respondents
1	Near market area	93	35.36%
2	Alcoholic parents	27	10.27%
3	Single room house	76	28.89%

<b>4</b>	Absence of electricity	24	09.13%
<b>5</b>	Other (sound of train, noisy surrounding)	43	16.35%

Table 4.1 shows that environmental factors that hamper studies of the students. Here, the investigator found that 35.36% of the students responded that the noisy atmosphere of the nearby market hampers their studies. 10.27% students said that they could not study because of the disturbances created by their alcoholic parents at home. Again, 28.89% responded that due to single room house, they did not get enough space to study, 09.13% found that absence of electricity is one of the factors that hampers their study, 16.35% responded that they felt disturbances for various factors such as, noisy atmosphere, sound of running trains, loud music played in neighborhood, likewise.

Table No. 4.2: Size of the families in slums

<b>S. No.</b>	<b>Size of the family</b>	<b>Number of Households</b>	<b>Percentage</b>
<b>1</b>	2-3 members	28	25.93%
<b>2</b>	4-6 members	73	67.59%
<b>3</b>	7-9 members	05	04.63%
<b>4</b>	10 members and above	02	01.85%
	<b>Total</b>	<b>108</b>	<b>100%</b>

The table 4.2 shows the size of families in the slum areas. Among 108 households, 28 households that is 25.93% have 2-3 members, 73 households that is 67.59% have 4-6 members, 5 households that is 04.63% have 7-9 members and 2 households that is 01.85% have 10 members and above.

Table No. 4.3: Types of houses in Guwahati slums

Types of houses	Number of Households	Percentage
Pucca house	43	39.81%
Kutcha house	29	26.85%
Hut (with plastic banners)	36	33.34%
<b>Total</b>	<b>108</b>	<b>100%</b>

The table 4.3 shows that 43 that is 39.81% houses are pucca houses, 29 that is 26.85% of houses are kutcha houses and 36 that is 33.34% houses are huts.

Table No. 4.4: Number of groups and frequency in percentage

S. No.	Variable	Group	Frequency	Percentage
<b>1</b>	<b>Area</b>	Slum	108	41.1%
		Non-slum	155	58.9%
<b>2</b>	<b>Medium of Instruction</b>	Assamese	214	81.4%
		Bengali	49	18.6%
<b>3</b>	<b>Class</b>	9 <sup>th</sup> Class	68	25.9%
		10 <sup>th</sup> Class	195	74.1%
<b>4</b>	<b>Age</b>	Below the age of 15 Years	85	32.3%
		Above the age of 15 Years	178	67.7%
<b>5</b>	<b>Gender</b>	Boys	119	45.2%
		Girls	144	54.8%
<b>6</b>	<b>Caste</b>	SC	55	20.9%
		OBC	55	20.9%
		General	133	50.6%
		ST	20	7.6%
<b>7</b>	<b>Religion</b>	Hindu	172	65.4%

	Muslim	88	33.5%	
	Christian	03	1.1%	
	Absent	33	12.5%	
	Primary	56	21.3%	
<b>8</b>	<b>Father Education</b>	Secondary	62	23.6%
		High Secondary	17	6.5%
		Graduate	02	0.8%
		Illiterate	93	35.4%
		Absent	28	10.6%
		Self-Employee	67	25.5%
<b>9</b>	<b>Father Occupation</b>	Private employee	39	14.8%
		Government employee	09	3.4%
		Labour	118	44.9%
		Un employee	02	0.8%
		Absent	13	4.9%
		Primary	49	18.6%
<b>10</b>	<b>Mother Education</b>	Secondary	56	21.3%
		High Secondary	05	1.9%
		Illiterate	140	53.2%
		Absent	10	3.8%
		Self-Employee	14	5.3%
		Private employee	09	3.4%
<b>11</b>	<b>Mother Occupation</b>	Government employee	03	1.1%
		Labour	58	22.1%
		House wife	169	64.3%

The above table showed the frequency and percentages of all groups/variables used in the study.

#### 4.02 Educational Aspiration

Educational aspiration levels of secondary school students of Guwahati city belonging to slum and non-slum areas.

Table 4.5: Mean scores and level of educational aspiration of secondary school students of Guwahati city belonging to slum area

S. No.	Variables	N	Mean	Level
1	Slum area students	108	28.63	Average
2	Slum area 9 <sup>th</sup> class students	31	28.94	Average
3	Slum area 10 <sup>th</sup> class students	77	28.51	Average
4	Slum area boys	52	27.62	Below average
5	Slum area girls	56	29.57	Average
6	Slum area Assamese medium students	98	28.65	Average
7	Slum area Bengali medium students	10	28.40	Average
8	Slum area SC students	18	27.72	Below average
9	Slum area OBC students	21	28.76	Average
10	Slum area General students	61	28.70	Average
11	Slum area ST students	08	29.75	Average

From the above table 4.5 the educational aspirations of students belong to slum area were analysed and from the serial no 1 it can be clearly seen that the slum area students have scored 28.63 mean scores and shown average level of educational aspirations.

From the serial no 2 and 3 of above table it can be clearly seen that the 9<sup>th</sup> class students of slum area have scored 28.94 mean scores and shown average level of educational aspirations. It is also can be clearly seen that the 10<sup>th</sup> class students of slum area have scored 28.51 mean scores and shown average level of educational aspirations.

From the serial no 4 and 5 of above table it can be clearly seen that the slum area boys students have scored 27.62 mean scores and shown below average level of educational aspirations. It is also can be clearly seen that the slum area girls students of have scored 29.57 mean scores and shown average level of educational aspirations.

From the serial no 6 and 7 of above table it can be clearly seen that the Assamese medium students from slum area have scored 28.65 mean scores and shown average level of educational aspirations. It is also can be clearly seen that the Bengali medium students from slum area have scored 28.40 mean scores and shown average level of educational aspirations.

From the serial no 8, 9, 10 and 11 of above table it can be clearly seen that the students belong to SC categories from slum area have scored 27.72 mean scores and shown below average level of educational aspirations. It can be clearly seen that the students belong to OBC categories from slum area have scored 28.76 mean scores and shown average level of educational aspirations. It can be clearly seen that the students belong to General categories from slum area have scored 28.70 mean scores and shown average level of educational aspirations. And also, it can be clearly seen that the students belong to ST categories from slum area have scored 29.75 mean scores and shown average level of educational aspirations.



Table 4.6: Mean scores and level of educational aspiration of secondary school students of Guwahati city belonging to non-slum area

<b>S. No.</b>	<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Level</b>
<b>1</b>	Non-slum area students	155	29.59	Average
<b>2</b>	Non-slum area 9 <sup>th</sup> class students	37	28.89	Average
<b>3</b>	Non-slum area 10 <sup>th</sup> class students	118	29.81	Average
<b>4</b>	Non-slum area boys	67	28.19	Average
<b>5</b>	Non-slum area girls	88	30.65	Average
<b>6</b>	Non-slum area Assamese medium students	116	29.02	Average
<b>7</b>	Non-slum area Bengali medium students	39	31.28	Above average
<b>8</b>	Non-slum area SC students	37	29.46	Average
<b>9</b>	Non-slum area OBC students	34	30.09	Average
<b>10</b>	Non-slum area General students	72	30.04	Average
<b>11</b>	Non-slum area ST students	12	25.83	Average

From the above table 4.6 the educational aspirations of students belong to non-slum area were analysed and from the serial no 1 it can be clearly seen that the non-slum area students have scored 29.59 mean scores and shown average level of educational aspirations.

From the serial no 2 and 3 of above table it can be clearly seen that the 9<sup>th</sup> class students of non-slum area have scored 28.89 mean scores and shown average level of educational aspirations. It is also can be clearly seen that the 10<sup>th</sup> class students of non-slum area have scored 29.81 mean scores and shown average level of educational aspirations.

From the serial no 4 and 5 of above table it can be clearly seen that the non-slum area boys students have scored 28.19 mean scores and shown below average level of

educational aspirations. It is also can be clearly seen that the non-slum area girls students of have scored 30.65 mean scores and shown average level of educational aspirations.

From the serial no 6 and 7 of above table it can be clearly seen that the Assamese medium students from non-slum area have scored 29.02 mean scores and shown average level of educational aspirations. It is also can be clearly seen that the Bengali medium students from non-slum area have scored 31.28 mean scores and shown above average level of educational aspirations.

From the serial no 8, 9, 10 and 11 of above table it can be clearly seen that the students belong to SC categories from non-slum area have scored 29.46 mean scores and shown below average level of educational aspirations. It can be clearly seen that the students belong to OBC categories from non-slum area have scored 30.09 mean scores and shown average level of educational aspirations. It can be clearly seen that the students belong to General categories from non-slum area have scored 30.04 mean scores and shown average level of educational aspirations. And also, it can be clearly seen that the students belong to ST categories from non-slum area have scored 25.83 mean scores and shown average level of educational aspirations.

### 4.03 Occupational Aspiration

Occupational aspiration levels of secondary school students of Guwahati city belonging to slum and non-slum areas.

Table 4.7: Mean scores and level of occupational aspiration of secondary school students of Guwahati city belonging to slum area

S. No.	Variables	N	Mean	Level
1	Slum area students	108	49.58	Average
2	Slum area 9 <sup>th</sup> class students	31	51.77	Average
3	Slum area 10 <sup>th</sup> class students	77	48.70	Average
4	Slum area boys	52	51.29	Average
5	Slum area girls	56	48.00	Average
6	Slum area Assamese medium students	98	49.69	Average
7	Slum area Bengali medium students	10	48.50	Average
8	Slum area SC students	18	50.50	Average
9	Slum area OBC students	21	52.19	Average
10	Slum area General students	61	47.98	Average
11	Slum area ST students	08	52.88	Average

From the above table 4.7 the occupational aspirations of students belong to slum area were analysed and from the serial no 1 it can be clearly seen that the slum area students have scored 49.58 mean scores and shown average level of occupational aspirations.

From the serial no 2 and 3 of above table it can be clearly seen that the 9<sup>th</sup> class students of slum area have scored 51.77 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the 10<sup>th</sup> class students of slum area have scored 48.70 mean scores and shown average level of occupational aspirations.

From the serial no 4 and 5 of above table it can be clearly seen that the slum area boys students have scored 51.29 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the slum area girls students of have scored 48.00 mean scores and shown average level of occupational aspirations.

From the serial no 6 and 7 of above table it can be clearly seen that the Assamese medium students from slum area have scored 49.69 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the Bengali medium students from slum area have scored 48.50 mean scores and shown average level of occupational aspirations.

From the serial no 8, 9, 10, and 11 of above table it can be clearly seen that the students belong to SC categories from slum area have scored 50.50 mean scores and shown below average level of occupational aspirations. It can be clearly seen that the students belong to OBC categories from slum area have scored 52.19 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the students belong to General categories from slum area have scored 47.98 mean scores and shown average level of occupational aspirations. And also, it can be clearly seen that the students belong to ST categories from slum area have scored 52.88 mean scores and shown average level of occupational aspirations.

Table 4.8: Mean scores and level of occupational aspiration of secondary school students of Guwahati city belonging to non-slum area

S. No.	Variables	N	Mean	Level
1	Non-slum area students	155	49.75	Average
2	Non-slum area 9 <sup>th</sup> class students	37	51.65	Average
3	Non-slum area 10 <sup>th</sup> class students	118	49.15	Average
4	Non-slum area boys	67	50.46	Average
5	Non-slum area girls	88	49.20	Average
6	Non-slum area Assamese medium students	116	48.88	Average
7	Non-slum area Bengali medium students	39	52.33	Average
8	Non-slum area SC students	37	49.86	Average
9	Non-slum area OBC students	34	51.06	Average
10	Non-slum area General students	72	49.43	Average
11	Non-slum area ST students	12	47.58	Average

From the above table 4.8 the occupational aspirations of students belong to non-slum area were analysed and from the serial no 1 it can be clearly seen that the non-slum area students have scored 49.75 mean scores and shown average level of occupational aspirations.

From the serial no 2 and 3 of above table it can be clearly seen that the 9<sup>th</sup> class students of non-slum area have scored 51.65 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the 10<sup>th</sup> class students of non-slum area have scored 49.15 mean scores and shown average level of occupational aspirations.

From the serial no 4 and 5 of above table it can be clearly seen that the non-slum area boys students have scored 50.46 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the non-slum area girls students of have scored

49.20 mean scores and shown average level of occupational aspirations.

From the serial no 6 and 7 of above table it can be clearly seen that the Assamese medium students from non-slum area have scored 48.88 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the Bengali medium students from non-slum area have scored 52.33 mean scores and shown average level of occupational aspirations.

From the serial no 8, 9, 10 and 11 of above table it can be clearly seen that the students belong to SC categories from non-slum area have scored 49.86 mean scores and shown below average level of occupational aspirations. It is also can be clearly seen that the students belong to OBC categories from non-slum area have scored 51.06 mean scores and shown average level of occupational aspirations. It is also can be clearly seen that the students belong to General categories from non-slum area have scored 49.43 mean scores and shown average level of occupational aspirations. And also, it can be clearly seen that the students belong to ST categories from non-slum area have scored 47.58 mean scores and shown average level of occupational aspirations.

#### 4.04 Comparative/Differential Study

In the present study, the researcher has intended to study whether any significant difference exists in educational and occupational aspirations between secondary school students of Guwahati city belonging to slum and non-slum areas. For this purpose, the researcher has calculated the required data. In order to study the difference of educational and occupational aspirations between the secondary school students of slum and non-slum areas null hypotheses were formulated. The analysis of the data has been given in the following tables and interpretations has been done.

Table 4.9: Comparison of Mean scores of educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum area

S. No.	Variables	N	Mean	S.D.	z-value
1	Slum area students	108	28.63	5.26	1.45 <sup>@</sup>
	Non-slum area students	155	29.59	5.18	

<sup>@</sup> Not Significant at 0.05 level

From the above table 4.9, it can be seen that the sample of the slum students and the sample of non-slum students has moderate level of educational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the slum students than in the non-slum students.

As the computed z-value is 1.45 which is less than the table value, it can be said that there is no significant difference in the educational aspiration of samples of slum and non-slum students. The hypothesis that there is no significant difference between the slum

and non-slum students of secondary schools of Guwahati city in their educational aspiration can be accepted.

**Hypotheses:** There is no significant difference as regards educational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.

Table No. 4.10: Summary of ANOVA on educational aspiration of various variables of secondary school students' variable wise

S. No.	Variables	Groups	N	Mean	SD	F-ratio
1	Class	Slum area 9 <sup>th</sup> class students	31	28.94	5.68	F = 0.970 <sup>@</sup> df (3,259)
		Non-slum area 9 <sup>th</sup> class students	37	28.89	5.14	
		Slum area 10 <sup>th</sup> class students	77	28.51	5.12	
		Non-slum area 10 <sup>th</sup> class students	118	29.81	5.19	
2	Gender	Slum area boys	52	27.62	5.36	F = 0.970 <sup>@</sup> df (3,259)
		Non-slum area boys	67	28.19	5.16	
		Slum area girls	56	29.57	5.04	
		Non-slum area girls	88	30.65	4.95	
3	Medium	Slum area Assamese medium students	98	28.65	5.33	F = .970 <sup>@</sup> df (3,259)
		Non-slum area Assamese medium students	116	29.02	5.20	
		Slum area Bengali medium students	10	28.40	4.77	
		Non-slum area Bengali medium students	39	31.28	4.76	
4	Religion	Slum area Hindu students	55	28.89	4.78	F = 0.970 <sup>@</sup> df (5,257)
		Non-slum area Hindu students	117	29.71	5.13	
		Slum area Muslim students	52	28.25	5.76	
		Non-slum area Muslim students	36	29.56	5.25	
5	Caste	Slum area Christian students	01	34.00	0.00	F = 1.018 <sup>@</sup>
		Non-slum area Christian students	02	23.00	4.24	
5	Caste	Slum area SC students	18	27.72	5.63	F = 1.018 <sup>@</sup>



Non-slum area SC students	37	29.46	4.51	df (7,255)
Slum area OBC students	21	28.76	4.19	
Non-slum area OBC students	34	30.09	6.19	
Slum area General students	61	28.70	5.73	
Non-slum area General students	72	30.04	4.78	
Slum area ST students	08	29.75	3.32	
Non-slum area ST students	12	25.83	5.32	

@ Not Significant at 0.05 level

From serial no 1 of above table 4.10 it can be seen that in class with regard to educational aspiration the mean scores of slum area 9<sup>th</sup> class students are 28.94, non-slum 9<sup>th</sup> class students are 28.89. Again, the mean scores of slum area 10<sup>th</sup> class students are 28.51, non-slum are 10<sup>th</sup> class students are 29.81. F-ratio is 0.970 which is less than the critical value at 0.05% level ( $p > 0.05$ ).

From serial no 2 of above table it can be seen that in gender with regard to educational aspiration the mean scores of slum area boys students is 27.62, non-slum area boys students is 28.19. Again, the mean scores of slum area girls students is 29.57, non-slum area girls students is 30.65. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 3 of above table it can be seen that in medium with regard to educational aspiration the mean scores of slum area Assamese medium students are 28.65, non-slum area Assamese medium students are 29.02. Again, the mean scores of slum area Bengali medium students are 28.40, non-slum area Bengali medium students are 31.28. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 4 of above table it can be seen that in religion with regard to

educational aspiration the mean scores of slum area hindu students is 28.89, non-slum area hindu students is 29.71, slum area muslim students is 28.25, non-slum area muslim students is 29.56 Again, the mean scores of slum area christian students is 34.00, non-slum area christian students is 23.00. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 5 of above table it can be seen that in caste with regard to educational aspiration the mean scores of slum area SC students are 27.72, non-slum area SC students is 29.46, slum area OBC students is 28.76, non-slum area OBC students is 30.09. Again, the mean scores of slum area General students are 28.70, non-slum area General students is 30.04, slum area ST students is 29.75, non-slum area ST students are 25.83. F-ratio is 1.018 which is less than the critical value at 0.05% level.

Table No.4.11: Summary of ANOVA on educational aspiration of various variables of secondary school students' variable wise

S.						
No.	Variables	Groups	N	Mean	SD	F-ratio
1	<b>Father's Education</b>	Slum area single parent	16	26.56	4.32	F=1.033 <sup>@</sup> df (10,252)
		Non-slum single parent	17	29.47	5.36	
		Slum area primary educated father	28	29.93	4.94	
		Non-slum area primary educated father	28	30.00	5.02	
		Slum area secondary educated father	17	28.82	6.52	
		Non-slum area secondary educated father	45	29.62	5.42	
		Slum area higher secondary educated father	01	24.00	0.00	
		Non-slum area higher secondary educated father	16	30.50	5.91	

	Slum area graduated father	02	31.00	4.24		
	Slum area illiterate father	44	28.48	5.24		
	Non-slum area illiterate father	49	29.06	4.87		
	Slum area single parent	05	33.20	4.44		
	Non-slum single parent	08	27.13	6.73		
	Slum area primary educated mother	16	28.88	4.84		
	Non-slum area primary educated mother	33	30.21	3.68		
	Slum area secondary educated mother	14	27.71	4.41		
2	<b>Mother's Education</b>	Non-slum area secondary educated mother	42	30.62	5.63	F=1.023@ df (9,253)
		Slum area higher secondary educated mother	01	27.00	0.00	
	Non-slum area higher secondary educated mother	04	29.25	5.44		
	Slum area illiterate mother	72	28.46	5.52		
	Non-slum area illiterate mother	68	28.96	5.62		

@ Not Significant at 0.05 level,

From serial no 1 of above table 4.11 it can be seen that in religion with regard to educational aspiration the mean scores for slum area single parent is 26.56, non-slum area single parent is 29.47, slum area primary educated father is 29.93, non-slum area primary educated father is 30.00, slum area secondary educated father is 28.82, non-slum area secondary educated father is 29.62, slum area higher secondary educated father is 24.00, non-slum area higher secondary educated father is 30.50, slum area graduated father is 31.00. Again, for slum area illiterate father is 28.48 and non-slum area illiterate father is 29.06. F-ratio is 1.033 which is less than the critical value at 0.05% level.

From serial no 2 of above table it can be seen that in religion with regard to educational aspiration the mean scores for slum area single parent is 33.20, non-slum area

single parent is 27.13, slum area primary educated mother is 28.88, non-slum area primary educated mother is 30.21, slum area secondary educated mother is 27.71, non-slum area secondary educated mother is 30.62, slum area higher secondary educated mother is 27.00, non-slum area higher secondary educated mother is 29.25. Again, for slum area illiterate mother is 28.46 and non-slum area illiterate mother is 28.96. F-ratio is 1.023 which is less than the critical value at 0.05% level.

Table 4.12: Comparison of mean scores of occupational aspiration of secondary school students of Guwahati city belonging to slum and non-slum area

S. No.		N	Mean	S.D.	z-value
1	Slum area students	108	49.58	8.73	0.16 <sup>@</sup>
	Non-slum area students	155	49.75	7.78	

<sup>@</sup> Not Significant at 0.05 level

From the above table 4.12, it can be seen that the sample of the slum students and the sample of non-slum students has moderate level of occupational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the slum students than in the non-slum students.

As the computed z-value is 0.16 which is less than the table value, it can be said that there is no significant difference in the occupational aspiration of samples of slum and non-slum students. The hypothesis that there is no significant difference between the slum and non-slum students of secondary schools of Guwahati city in their occupational aspiration can be accepted.

**Hypotheses:** There is no significant difference in occupational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.

Table No.4.13: Summary of ANOVA on occupational aspiration of various variables of secondary school students' variable wise

<b>S.</b>						
<b>No.</b>	<b>Variables</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F-ratio</b>
<b>1</b>	<b>Class</b>	Slum area 9 <sup>th</sup> class students	31	51.77	7.88	
		Non-slum area 9 <sup>th</sup> class students	37	51.65	7.65	
		Slum area 10 <sup>th</sup> class students	77	48.70	8.95	F = 0.970 <sup>@</sup>
		Non-slum area 10 <sup>th</sup> class students	118	49.15	7.75	df (3,259)
<b>2</b>	<b>Gender</b>	Slum area boys	52	51.29	9.98	
		Non-slum area boys	67	50.46	7.91	
		Slum area girls	56	48.00	7.11	F =0.970 <sup>@</sup>
		Non-slum area girls	88	49.20	7.67	df (3,259)
<b>3</b>	<b>Medium</b>	Slum area Assamese medium students	98	49.69	8.88	
		Non-slum area Assamese medium students	116	48.88	7.84	
		Slum area Bengali medium students	10	48.50	7.49	F=0.970 <sup>@</sup>
		Non-slum area Bengali medium students	39	52.33	7.05	df (3,259)
<b>4</b>	<b>Religion</b>	Slum area Hindu students	55	48.65	9.43	
		Non-slum area Hindu students	117	49.67	7.73	
		Slum area Muslim students	52	50.69	7.96	F=0.970 <sup>@</sup>
		Non-slum area Muslim students	36	50.39	8.05	df (5,257)
<b>5</b>	<b>Caste</b>	Slum area Christian students	01	43.00	0.00	
		Non-slum area Christian students	02	43.00	0.00	
		Slum area SC students	18	50.50	8.07	
		Non-slum area SC students	37	49.86	8.51	F=1.018 <sup>@</sup>
		Slum area OBC students	21	52.19	9.07	df (7,255)
		Non-slum area OBC students	34	51.06	9.13	

Slum area General students	61	47.98	8.55
Non-slum area General students	72	49.43	6.71
Slum area ST students	08	52.88	9.37
Non-slum area ST students	12	47.58	7.60

@ Not Significant at 0.05 level,

From serial no 1 of above table 4.13 it can be seen that in class with regard to occupational aspiration the mean scores of slum area 9<sup>th</sup> class students are 51.77, non-slum 9<sup>th</sup> class students are 51.65. Again, the mean scores of slum area 10<sup>th</sup> class students are 48.70, non-slum 10<sup>th</sup> class students are 49.15. F-ratio is 0.970 which is less than the critical value at 0.05% level ( $p > 0.05$ ).

From serial no 2 of above table it can be seen that in gender with regard to occupational aspiration the mean scores of slum area boys students is 51.29, non-slum area boys students is 50.46. Again, the mean scores of slum area girls students is 48.00, non-slum area girls students is 49.20. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 3 of above table it can be seen that in medium with regard to occupational aspiration the mean scores of slum area Assamese medium students are 49.69, non-slum area Assamese medium students are 48.88. Again, the mean scores of slum area Bengali medium students are 48.50, non-slum area Bengali medium students are 52.33. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 4 of above table it can be seen that in religion with regard to occupational aspiration the mean scores of slum area hindu students is 48.65, non-slum

area hindu students is 49.67, slum area muslim students is 50.69, non-slum area muslim students is 50.39. Again, the mean scores of slum area christian students is 43.00, non-slum area christian students is 43.00. F-ratio is 0.970 which is less than the critical value at 0.05% level.

From serial no 5 of above table it can be seen that in caste with regard to occupational aspiration the mean scores of slum area SC students is 50.50, non-slum area SC students is 49.86, slum area OBC students is 52.19, non-slum area OBC students is 51.06. Again, the mean scores of slum area General students are 47.98, non-slum area General students is 49.43, slum area ST students is 52.88, non-slum area ST students is 47.58. F-ratio is 1.018 which is less than the critical value at 0.05% level.

Table No.4.14: Summary of ANOVA on occupational aspiration of various variables of secondary school students' variable wise

<b>S.</b>						
<b>No.</b>	<b>Variables</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F-ratio</b>
<b>1</b>	<b>Father's Occupation</b>	Slum area single parent	15	45.07	5.65	F=0.926 <sup>@</sup> df (11,251)
		Non-slum area single parent	13	52.69	4.66	
		Slum area self-employee father	26	54.15	7.83	
		Non-slum area self-employee father	41	51.05	7.37	
		Slum area private employee father	10	48.80	6.32	
		Non-slum area private employee father	29	49.97	9.16	
		Slum area government employee father	00	00.00	0.00	
		Non-slum area government employee father	09	52.67	5.59	

	Slum area labour father	56	48.73	9.44		
	Non-slum labour father	62	47.69	7.84		
	Slum area un-employee father	01	54.00	0.00		
	Non-slum un-employee father	01	53.00	0.00		
	Slum area single parent	03	46.67	1.15		
	Non-slum area single parent	07	47.00	7.98		
	Slum area self-employee mother	05	51.80	9.15		
	Non-slum area self-employee mother	09	52.11	10.06		
	Slum area private employee mother	03	48.00	8.66		
	Non-slum area private employee	06	52.50	9.40		
	mother				F=1.444*	
2	<b>Mother's Occupation</b>	Slum area government employee	01	47.00	0.00	df
		mother				(11,251)
	Non-slum area government employee	02	56.50	0.71		
	mother					
	Slum area labour mother	31	49.00	9.24		
	Non-slum labour mother	27	49.33	8.62		
	Slum area house wife mother	65	49.94	8.86		
	Non-slum area house wife mother	104	49.55	7.31		

@ Not Significant at 0.05 level, \* Significant at 0.05 level

From serial no 1 of above table 4.14 it can be seen that in religion with regard to occupational aspiration the mean scores for slum area single parent is 45.07, non-slum area single parent is 52.69, slum area self-employee father is 54.15, non-slum area self-employee father is 51.05, slum area private employee father is 48.80, non-slum area private employee father is 49.97, slum area government employee father is nil, non-slum area government employee father is 52.67, slum area labour father is 48.73, non-slum area labour father 47.69. Again, for slum area un-employee father is 54.00 and non-slum area un-employee father is 53.00. F-ratio is 0.926 which is less than the critical value at 0.05%



level.

From serial no 2 of above table it can be seen that in religion with regard to occupational aspiration the mean scores for slum area single parent is 46.67, non-slum area single parent is 47.00, slum area self-employee mother is 51.80, non-slum area self-employee mother is 52.11, slum area private employee mother is 48.00, non-slum area private employee mother is 52.50, slum area government employee mother is 47.00, non-slum area government employee mother is 56.50, slum area labour mother is 49.00, non-slum area labour mother is 49.33 Again, for slum area house wife mother is 49.94 and non-slum area house wife mother is 49.55. F-ratio is 1.444 which is less than the critical value at 0.05% level.

**Hypothesis:** There is no significant difference as regards educational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.

To see whether there is any significant difference in educational aspiration with regard to different groups. Comparison of the educational aspiration scores of the slum and non-slum was made to find out the difference in their level of educational aspiration. The data as follows:

Table No. 4.15: Comparison of educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas

S. No.	Residence	N	Mean	S.D.	z-value
1	Slum Area	108	28.63	5.26	1.45 <sup>@</sup>
	Non-slum Area	155	29.59	5.18	
2	Boys	119	27.94	5.24	3.47*
	Girls	144	30.23	5.00	
3	9 <sup>th</sup> Class	68	28.91	5.35	0.51 <sup>@</sup>
	10 <sup>th</sup> Class	195	29.29	5.19	
4	Assamese	214	28.85	5.26	2.39*
	Bengali	49	30.69	4.85	
5	Below 15 years age	85	29.45	4.77	0.58 <sup>@</sup>
	15 and above years age	178	29.07	5.44	

<sup>@</sup> Not significant at 0.05 level, \* Significant at 0.05 level

From serial no 1 of the above table 4.15, it can be seen that the sample of the slum students and the sample of non-slum students has moderate level of educational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the slum students than in the non-slum students.

As the computed z-value is 1.45 which is less than the table value, it can be said that there is no significant difference in the educational aspiration of samples of slum and non-slum students. The hypothesis that there is no significant difference between the slum and non-slum students of secondary schools of Guwahati city in their educational aspiration can be accepted.

From serial no 2 of the above table, it can be seen that sample of boys and the

sample of girls students has moderate level of educational aspirations. It can also be seen clearly that there is a significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the boys students than in the girls students.

As the computed z-value is 3.47 which is more than the table value, it can be said that there is a significant difference in the educational aspiration of samples of boys and girls students. The hypothesis that there is no significant difference between the boys and girls students of secondary schools of Guwahati city in their educational aspiration can be rejected.

From serial no 3 of the above table, it can be seen that sample of the 9<sup>th</sup> class student and the sample of 10<sup>th</sup> class student has average/moderate level of educational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the 9<sup>th</sup> class than in the 10<sup>th</sup> class students.

As the computed z-value is 0.51 which is less than the table value, it can be said that there is no significant difference in the educational aspiration of samples of 9<sup>th</sup> class and 10<sup>th</sup> class students. The hypothesis that there is no significant difference between the 9<sup>th</sup> class student and 10<sup>th</sup> class student of secondary schools of Guwahati city in their educational aspiration can be accepted.

From serial no 4 of the above table, it can be seen that sample of the Assamese medium students and the sample of Bengali medium students has moderate level of

educational aspirations. It can also be seen clearly that there is a significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the Assamese medium students than in the Bengali medium students.

As the computed z-value is 2.39 which is more than the table value, it can be said that there is a significant difference in the educational aspiration of samples of Assamese medium and Bengali medium students. The hypothesis that there is no significant difference between the Assamese medium and Bengali medium students of secondary schools of Guwahati city in their educational aspiration can be rejected.

From serial no 5 of the above table, it can be seen that the sample of the below 15 years age and 15 and above years age students has moderate level of educational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the 15 and above year students than in the below 15 years age students.

As the computed z-value is 0.58 which is less than the table value, it can be said that there is no significant difference in the educational aspiration of sample of below 15 years age and sample of 15 and above years age students. The hypothesis that there is no significant difference between below 15 years age and 15 and above years age students of secondary schools of Guwahati city in their educational aspiration can be accepted.

**Hypotheses:** There is no significant difference as regards educational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas. (variable wise) with respect to various groups.

Table No. 4.16: Summary of ANOVA on educational aspiration of various variables of secondary school students among various groups

S. No.	Variables	Groups	N	Mean	SD	F-ratio
1	Religion	Hindu	172	29.45	5.022	F = 0.754 <sup>@</sup> df (2,260)
		Muslim	88	28.78	5.561	
		Christian	03	26.67	7.024	
		SC	55	29.14	5.012	
2	Caste	OBC	55	29.58	5.510	F = 1.520 <sup>@</sup> df (3,259)
		General	133	29.33	5.235	
		ST	20	27.40	4.935	
		Absent	33	28.06	5.031	
3	Father's Education	Primary	56	29.96	4.932	F = 0.869 <sup>@</sup> df (5,257)
		Secondary	62	29.40	5.696	
		High Secondary	17	30.12	5.936	
		Graduate	02	31.00	4.243	
		Illiterate	93	28.78	5.026	
		Absent	28	27.71	5.098	
4	Father's Occupation	Self-Employee	67	29.15	5.644	F = 1.303 <sup>@</sup> df (5,257)
		Private Employee	39	29.38	5.184	
		Government Employee	09	30.33	6.225	
		Labour	118	29.40	4.982	
		Unemployed	02	30.50	4.950	
		Absent	13	29.46	6.514	
5	Mother's Education	Primary	49	29.78	4.094	F = 1.090 <sup>@</sup> df (5,257)
		Secondary	56	29.89	5.460	
		High Secondary	05	28.80	4.817	
		Graduate	00	00.00	0.000	
		Illiterate	140	28.70	5.379	
6	Mother's Occupation	Absent	10	27.90	6.100	F = 0.962 <sup>@</sup>
		Self-Employee	14	31.57	5.003	

Private Employee	09	28.44	4.773	df (5,257)
Government Employee	03	30.00	5.568	
Labour	58	27.81	5.176	
House Wife	169	29.57	5.162	

@ Not Significant at 0.05 level

Table No. 4.16 shows that in religion with regard to educational aspiration the mean scores of Hindu is 29.45, Muslim is 28.78, Christian is 26.67. F-ratio is 0.754 is less than the critical value at 0.05% level ( $p > 0.05$ ). Caste wise with regard to educational aspiration, the mean scores of SC is 29.14, OBC is 29.58, General is 29.33, ST is 27.40. F-ratio is 1.520 which is less than the critical value at 0.05 level.

In father's education with regard to educational aspiration the mean score for absent is 28.06, primary is 29.96, secondary is 29.40, high secondary is 30.12, graduate is 31.00 and illiterate is 28.78. The F-ratio is 0.869 which is less than the critical value at 0.05 level. In father's occupation the mean score for absent is 27.71, self-employee is 29.15, private employee is 29.38, government employee is 30.33, labour is 29.40 and unemployed is 30.50. F-ratio is 1.303 which is less than the table value at 0.05 level.

In mother's education with regard to educational aspiration the mean score for absent is 29.46, primary is 29.78, secondary is 29.89, high secondary is 28.80 and illiterate is 28.70. The F-ratio is 1.090 which is less than the critical value at 0.05 level. In mother's occupation the mean score for absent is 27.90, self-employee is 31.57, private employee is 28.44, government employee is 30.00, labour is 27.81 and house wife is 29.57. F-ratio is 0.962 which is less than the table value at 0.05 level.

The Analysis of Variance F-ratio for all the variables is not significant at 0.05 level. Hence, it can be stated that there is no significant difference in educational aspiration (variable wise) with respect to various groups. There may accept the null hypothesis that there is no significant difference in educational aspiration (variable wise and overall) with respect to various groups.

**Hypothesis:** There is no significant difference in occupational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.

To see whether there is any significant difference in occupational aspiration with regard to different groups. Comparison of the occupational aspiration scores of the slum and non-slum was made to find out the difference in their level of occupational aspiration. The data as follows:

Table No. 4.17: Comparison of occupational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas.

S. No.	Groups	N	Mean	SD	z-value
1	Slum Area	108	49.58	8.73	0.16 <sup>@</sup>
	Non-slum Area	155	49.75	7.78	
2	Boys	119	50.82	8.84	2.04 <sup>*</sup>
	Girls	144	48.74	7.45	
3	9 <sup>th</sup> Class	68	51.71	7.70	2.49 <sup>*</sup>
	10 <sup>th</sup> Class	195	48.97	8.23	
4	Assamese	214	49.25	8.32	2.32 <sup>*</sup>
	Bengali	49	51.55	7.23	
5	Below 15 years age	85	50.55	8.75	1.15 <sup>@</sup>
	15 and above years age	178	49.26	7.86	

<sup>@</sup> Not Significant at 0.05 level, <sup>\*</sup> Significant at 0.05 level

From serial no 1 of the above table 4.17, it can be seen that sample of the slum students and the sample of non-slum students have high level of occupational aspirations. It can also be seen clearly that there is no significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the slum students than in the non-slum students.

As the computed z-value is 0.16 which is less than the table value, it can be said that there is no significant difference in the occupational aspiration of samples of slum and non-slum students. The hypothesis that there is no significant difference between the slum and non-slum students of secondary schools of Guwahati city in their occupational aspiration can be accepted.

For serial no 2, it can be seen that sample of boys and the sample of girls has high level of occupational aspirations. It can also be seen clearly that there is a significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in boys than in girls.

As the computed z-value is 2.04 which is more than the table value, it can be said that there is a significant difference in the educational aspiration of samples of boys and girls. The hypothesis that there is no significant difference between the boys and girls of secondary schools of Guwahati city in their occupational aspiration can be rejected.

From the above table in serial no 3, it can be seen that sample of the 9<sup>th</sup> class students and the sample of 10<sup>th</sup> class students have high level of occupational aspirations. It can also be seen clearly that there is a significant difference of mean scores of both the



cases. The standard deviation indicates that the divergence in scores is more in the 10<sup>th</sup> class than in the 9<sup>th</sup> class students.

As the computed z-value is 2.49 which is more than the table value, it can be said that there is a significant difference in the occupational aspiration of samples of 9<sup>th</sup> class and 10<sup>th</sup> class students. The hypothesis that there is no significant difference between the 9<sup>th</sup> class student and 10<sup>th</sup> class student of secondary schools of Guwahati city in their occupational aspiration can be rejected.

From the above table in serial no 4, it can be seen that sample of the Assamese medium students and Bengali medium students has high level of occupational aspirations. It can also be seen clearly that there is a significant difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the Assamese medium students than in the Bengali medium students.

As the computed z-value is 2.32 which is more than the table value, it can be said that there is a significant difference in the occupational aspiration of samples of Assamese and Bengali medium students. The hypothesis that there is no significant difference between Assamese and Bengali medium students of secondary schools of Guwahati city in their occupational aspiration can be rejected.

From the above table in serial no 5, it can be seen that sample of the below 15 years age and 15 and above years age students have high level of occupational aspirations. It can also be seen clearly that there is no significance difference of mean scores of both the cases. The standard deviation indicates that the divergence in scores is more in the below 15 years

age students than in the 15 and above year students.

As the computed z-value is 1.15 which is less than the table value, it can be said that there is no significant difference in the occupational aspiration of sample of below 15 years age and sample of 15 and above years age students. The hypothesis that there is no significant difference between below 15 years age and 15 and above years age students of secondary schools of Guwahati city in their educational aspiration can be accepted.

**Hypotheses:** There is no significant difference in occupational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas (variable wise) with respect to various groups.

Table No. 4.18: Summary of ANOVA on occupational aspiration of various variables of secondary school students among various groups

S. No.	Variables	Groups	N	Mean	SD	F-ratio
1	Religion	Hindu	172	49.34	8.297	F = 0.970 <sup>@</sup> df (2,260)
		Muslim	88	50.57	7.932	
		Christian	03	43.00	0.000	
		SC	55	50.39	8.313	
2	Caste	OBC	55	51.49	9.041	F = 1.018 <sup>@</sup> df (3,259)
		General	133	48.61	7.567	
		ST	20	49.70	8.535	
		Absent	33	49.30	6.536	
3	Father's Education	Primary	56	50.93	8.738	F = 1.033 <sup>@</sup> df (5,257)
		Secondary	62	49.08	7.719	
		High Secondary	17	53.12	7.175	
		Graduate	02	58.50	4.950	
		Illiterate	93	48.65	8.628	

	Absent	28	48.16	6.420		
	Self-Employee	67	52.25	7.646		
<b>4</b>	<b>Father's Occupation</b>	Private Employee	39	49.67	8.458	F = 0.926 <sup>@</sup>
		Government Employee	09	52.67	5.590	df (5,257)
		Labour	118	48.19	8.613	
		Unemployed	02	53.50	0.707	
<b>5</b>	<b>Mother's Education</b>	Absent	13	49.54	7.954	
		Primary	49	50.43	7.467	
		Secondary	56	51.04	7.715	F = 1.023 <sup>@</sup>
		High Secondary	05	44.80	8.468	df (5,257)
		Graduate	00	00.00	0.000	
<b>6</b>	<b>Mother's Occupation</b>	Illiterate	140	49.06	8.554	
		Absent	10	46.90	6.540	
		Self-Employee	14	52.00	9.381	
		Private Employee	09	51.00	8.888	F = 1.444 <sup>*</sup>
		Government Employee	03	53.33	5.508	df (5,257)
		Labour	58	49.16	8.881	
	House Wife	169	49.70	7.916		

<sup>@</sup> Not Significant at 0.05 level, <sup>\*</sup> Significant at 0.05 level

Table No. 4.18 shows that in religion with regard to occupational aspiration the mean scores of Hindu is 49.34, Muslim is 50.57, and Christian is 43.00. F-ratio is 0.970 which is less than the critical value at 0.05% level ( $p > 0.05$ ). Caste wise with regard to occupational aspiration, the mean scores of SC is 50.39, OBC is 51.49, General is 48.61, ST is 49.70. F-ratio is 1.018 which is less than the critical value at 0.05 level.

In father's education with regard to occupational aspiration the mean score for absent is 49.30, primary is 50.93, secondary is 49.08, high secondary is 53.12, graduate is 58.50 and illiterate is 48.65. The F-ratio is 1.033 which is less than the critical value at 0.05

level. In father's occupation the mean score for absent is 48.16, self-employee is 52.25, private employee is 49.67, government employee is 52.67, labour is 48.19 and unemployed is 53.50. F-ratio is 0.926 which is less than the table value at 0.05 level.

In mother's education with regard to occupational aspiration the mean score for absent is 49.54, primary is 50.43, secondary is 51.04, high secondary is 44.80 and illiterate is 49.06. The F-ratio is 1.023 which is less than the critical value at 0.05 level. In mother's occupation the mean score for absent is 46.90, self-employee is 52.00, private employee is 51.00, government employee is 53.33, labour is 49.16 and house wife is 49.70. F-ratio is 1.444 which is less than the table value at 0.05 level.

#### **4.05 Correlational Study**

The present study is intended to identify whether there exists any association/relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum and non-slum areas. So, the researcher has to study the impact of slum and non-slum areas on educational and occupational aspirations of secondary school students. For this, the Karl Pearson Product moment method was used. The analysis of the data has been given in the following tables and interpretation has been done. In order to study the relation between educational and occupational aspiration of the secondary school students of slum and non-slum area null hypotheses were formulated.

**Hypothesis 3:** There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum areas.

Table No. 4.19: Correlation matrix of the variables for educational and occupational aspiration of slum secondary students of Guwahati city

S. No.	Variables	N	r	Table value
1	Slum area students	108	0.081 <sup>@</sup>	0.195
2	Slum area boys	52	0.144 <sup>@</sup>	0.273
3	Slum area girls	56	0.133 <sup>@</sup>	0.250
4	Slum area Assamese medium students	98	0.043 <sup>@</sup>	0.195
5	Slum area Bengali medium students	10	0.623 <sup>*</sup>	0.602
6	Slum area SC students	18	0.710 <sup>*</sup>	0.468
7	Slum area OBC students	21	-0.440 <sup>*</sup>	0.433
8	Slum area General students	61	0.067 <sup>@</sup>	0.250
9	Slum area ST students	08	-0.111 <sup>@</sup>	0.707

\* Significant at 0.05 level, @ Not Significant at 0.05 level

From the serial no 1 of the above table 4.19, it can be observed that the correlation coefficient between educational and occupational aspiration of slum area students is positive and its value is 0.081 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum area.

From the serial no 2 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of slum area boys students of slum area is positive and its value is 0.144 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of boys students of Guwahati city belonging to slum area.

From the serial no 3 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of slum area girls students of slum area is positive and its value is 0.133 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of girls students of Guwahati city belonging to slum area.

From the serial no 4 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of slum area Assamese medium students of slum area is positive and its value is 0.043 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of Assamese medium students of Guwahati city belonging to slum area.

From the serial no 5 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of slum area Bengali medium students of slum area is positive and its value is 0.623 which is more than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and significant at 0.05 level. Hence, there is a significant relation between educational and occupational aspirations of Bengali medium students of Guwahati city belonging to slum area.

From the serial no 6 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of SC students of slum area is

positive and its value is 0.710 which is more than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and significant at 0.05 level. Hence, there is a significant relation between educational and occupational aspirations of SC students of Guwahati city belonging to slum area.

From the serial no 7 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of OBC students of slum area is negative and its value is -0.440 which is more than the table value. This shows that the relation between educational and occupational aspiration appears to be negative and significant at 0.05 level. Hence, there is a significant relation between educational and occupational aspirations of OBC students of Guwahati city belonging to slum area.

From the serial no 8 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of general students of slum area is positive and its value is 0.067 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of general students of Guwahati city belonging to slum area.

From the serial no 9 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of ST students of slum area is negative and its value is -0.111 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be negative and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of ST students of Guwahati city belonging to slum area.

Again, in order to study the relationship between educational and occupational aspiration of the secondary school students of non-slum area a null hypothesis was formulated.

**Hypothesis 4:** There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum areas.

Table No. 4.20: Correlation matrix of the variables for educational and occupational aspiration of non-slum secondary students of Guwahati city

S. No.	Variables	N	r	Table value
1	Non-slum area students	155	0.148 <sup>@</sup>	0.159
2	Non-slum area boys	67	0.202 <sup>@</sup>	0.232
3	Non-slum area girls	88	0.148 <sup>@</sup>	0.205
4	Non-slum area Assamese medium students	116	0.151 <sup>@</sup>	0.195
5	Non-slum area Bengali medium students	39	-0.015 <sup>@</sup>	0.304
6	Non-slum area SC students	37	0.036 <sup>@</sup>	0.325
7	Non-slum area OBC students	34	0.128 <sup>@</sup>	0.349
8	Non-slum area General students	72	0.126 <sup>@</sup>	0.232
9	Non-slum area ST students	12	0.522 <sup>@</sup>	0.576

\* Significant at 0.05 level, <sup>@</sup> Not Significant at 0.05 level

From the serial no 1 of the above table 4.20, it can be observed that the coefficient correlation between educational and occupational aspiration of non-slum area students is positive and its value is 0.148 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum area.



From the serial no 2 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of non-slum area boys students of non-slum area is positive and its value is 0.202 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of boys students of Guwahati city belonging to non-slum area.

From the serial no 3 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of non-slum area girls students of non-slum area is positive and its value is 0.148 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of girls students of Guwahati city belonging to non-slum area.

From the serial no 4 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of non-slum area Assamese medium students of non-slum area is positive and its value is 0.151 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of Assamese medium students of Guwahati city belonging to non-slum area.

From the serial no 5 of above table, it can be observed that the correlation

coefficient between educational and occupational aspiration of non-slum area Bengali medium students of slum area is negative and its value is -0.015 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be negative and not significant at 0.05 level. Hence, there is not significant relation between educational and occupational aspirations of Bengali medium students of Guwahati city belonging to non-slum area.

From the serial no 6 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of SC students of non-slum area is positive and its value is 0.036 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of SC students of Guwahati city belonging to non-slum area.

From the serial no 7 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of OBC students of non-slum area is positive and its value is 0.128 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of OBC students of Guwahati city belonging to non-slum area.

From the serial no 8 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of general students of non-slum area is positive and its value is 0.126 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and

not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of general students of Guwahati city belonging to non-slum area.

From the serial no 9 of the above table, it can be observed that the correlation coefficient between educational and occupational aspiration of ST students of non-slum area is positive and its value is 0.522 which is less than the table value. This shows that the relation between educational and occupational aspiration appears to be positive and not significant at 0.05 level. Hence, there is no significant relation between educational and occupational aspirations of ST students of Guwahati city belonging to non-slum area.

#### **4.06 Summary**

In this chapter objective wise analyses were made of the study. The analyses were made on the basis of the responses of the subjects gathered through standardised instruments. The level of educational and occupational aspirations of secondary students, comparative study between slums and non-slum students, boys and girls, and various variables wise done. The correlation between their educational and occupational aspiration were also determined. The findings on the basis of the analysis and interpretations are described in the next chapter.

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## **CHAPTER 5**

### **SUMMARY AND FINDINGS**

#### **5.00 Overview**

This present chapter deals with presentation of the summary and discuss the major findings of this research work. It has fourteen major sections. The first section is the introduction and the second section deal with review of related literature. The third section discuss the research questions and fourth problem of the study restated. The fifth and sixth sections deals with the objectives and hypotheses of the study respectively. The seventh section presents population and sampling and the eight one deals with research method. The ninth section explains the limitation and delimitations of the study. The tenth section deals with the presentation of the major findings of this research work, whereas the eleventh, twelfth and thirteenth section presents the educational implications, recommendations and scope for further research. And the final section discusses the conclusion

#### **5.01 Introduction**

Education is a basic right and a catalyst for economic growth and human development. Education is a powerful tool and it has impact on every walk of life. It has impact on vocation or the occupation of the students. In the present period of liberalization, globalization and privatization in different spheres of life education has also seen changes. Education is one of the most effective instruments of social change that has undergone radical changes in the method of teaching, curriculum, learner's roles and activities and especially the learner's aspiration towards education and occupation. The aspiration of the

students is influenced by the new innovations in technology and science. In modern era, the whole world has turned into a global village and these have led to the opening of different pathways for different occupations. The young people are moving forward to the occupations that suit their skills and potentialities. Occupational aspiration of the students is affected by many factors and that is why there is a need to understand these factors by which educationists can make the strategies for alleviating all those factors that affect the educational and occupational aspirations of students.

**5.01.01 Urbanization and formation of slum.** Urbanization means the phenomenal growth of towns and cities or urban centers. Urbanization is not a product but a process by which people, start living in towns and cities dominated by industries and services instead of living in agricultural villages. Urbanization leads to the development of cities and towns. These cities become the hub of all organization and administration. The city dwellers control most of the institutions that dominate the economic, social, cultural and political life of the country. Urbanization has brought changes in the types of educational institutions, occupational pattern, economic system and political system of a nation. The process of urbanization causes rapid migration and urban growth simultaneously leads to the formation of slum. Urbanization and formation of slums are twin processes. Slums are a common feature of urban landscape. The nature of slum and social background of its inhabitants largely depend upon economic development and technological advancement of a country. The impact of urbanization in the growth and development of slums have also been found in the cities of Assam.

**5.01.02 Educational aspiration.** Educational aspiration has considered as a ‘concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy’. Educational aspiration means the level of formal schooling that one would like to complete. Educational aspiration is the estimation of his ability (whether over, under or realistic), for his future performance on the strength of his past experience (Goal discrepancy), his ability and capacity, the effort that the students can make towards attainment of goal.

Educational aspiration is one’s will in academics whereas Level of Educational Aspiration is the measure of this will. Level of Educational Aspiration Test not only measures the Level of Educational Aspiration but also helps in predicting the type of aspiration. Aspiration of education is ‘a definite mode of behaviour manifesting of one’s realistic expectations in the field of education and his striving to realize those expectations. “Educational Aspiration denoting the goal setting in the field of education is the educational level which an individual wish to reach. For an individual’s achievement its role has great importance. Students on Educational aspiration can help in optimal development of human resources. It I with the prior knowledge of one’s level of aspiration, one’s achievement should be evaluated and there lies the root of maximum utilization of human talents.

**5.01.03 Occupational aspiration.** Occupational aspiration is one’s desire for any occupation or profession. It indicates to one’s preference, liking, willingness, inclination to a particular occupation or profession. Occupational aspirations can be either idealistic or realistic. Idealistic aspirations consist of no limitations on opportunity, finances or

ability when selecting a career.

The occupational decisions at matured level pave the way for future decisions to be taken by any individual in the world of work. Selection of career is an important task and a source of personal gratification. At present scientific developments and technological advancements have thrown thousands of new occupations open to an individual. Thus, the choice of right occupation is becoming difficult as our entire society grows more complex, more specialized and more technologically oriented.

The term Occupation occurs frequently in sociological and psychological literature and following popular usage, virtually a synonym for career and profession carrying usually the implication of a high degree of job stability, a life's work. Formal organization and social informal relationships involved in the occupation or sequence of the occupation which make up the work history of a person or group of persons. The level of occupational aspiration is orientation towards occupational goal. The level of occupational aspiration is considered as a concept which is logically a special instance of the concept 'level of aspiration'. Its' special nature consists of only in the continuum of difficulty. This continuum of difficulty is the occupational hierarchy. Occupation aspiration is for youth or adults to either start a new occupation that they have never done. An individual's happiness and satisfaction depend on a large extent on one's choice of occupation. An occupation plays a very important role in man's life. It not only forecasts and determines his life style, position in society, happiness in life but also shapes his personality and morality as a human being.

## 5.02 Review of Related Literature

Anuganti (2017) compared the level of educational aspiration was found better among the socially advantaged group of students than the socially disadvantaged students. Bashir and Kaur (2017) reveals that there is a similar level of educational aspiration between rural and urban students studying in secondary schools. Chawla (2018) studied investigation show that there exists no significant difference in educational aspiration of government and private secondary school students. And again, a moderate positive correlation was found between educational aspiration and academic scores of students in secondary schools of Panipat city. Salgotra and Roma (2018) reveals that there is significant but positive connection between socio- economic status and educational aspiration. Sharma and Dhundup (1990) found no significant sex differences in the educational aspirations of the Tibetan students.

Akhilesh (1991) seen differences in their vocational choice patterns as a function of socio-economic status and gender but not for the age factor. Anuganti (2017) discovered that the level of vocational aspiration was better among the socially advantaged group of students than the socially disadvantaged students. Bora (2016) found that there is no significant difference between educational and occupational aspirations of boys and girls secondary school students of Char areas in Barpeta district of Assam. Mattoo (1994) revealed that high creative students are dissatisfied, maladjusted and emotionally unstable.. Pennamma (1991) found from the study that the school pupils and school leavers differ in their choices of ideal, preferred and actual occupation for the total sample as well as for different sub- samples such as boys-girls, urban-rural pupils. Robert (1988) found that



vocational choices of higher secondary students were independent of their socio-economic status and also the vocational aspiration of their parents. Both boys and girls had similar level of vocational choices.

Abraham (1977) founds that the total effect on market reaction and state intervention was confirmed the hypothesis. There is a positive influence of unemployment on employment and downward substitution of educational categories on the other hand. Aggarwal and Chugh (2003) found that the performance of slum students was very low and far from the expected level among class I and class IV students in both mathematics and language. Borah and Gogoi (2012) reveals that the slums are the congested residential areas and these people have a shortage of dwelling units. There is a lack of open spaces in Guwahati area and there is an increase in built-up land at the expenses of agricultural land, forest and swamps. Malik (2010) reveals that the slum population is deteriorating socially and economically. Poverty interrupts the socio-economic status, health, education, nutrition, sex ratio, life expectation, birth and death ratio. Pandey (2012) shows majority of the dropout parents are illiterate and labourers. The personal factors like dropout's disinterest in education, health played an important role in boy dropout than girls and family factors had a more significant role in female dropout than male. Singh (2016) reveals that the living standard quality of the slum dwellers and their existing housing condition is very low. There is an extreme lack of basic amenities and living a challenging life in the slum areas.

### **5.03 Research Questions**

The present research is an attempt to address the following research questions:

1. What is the educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas?
2. What is the occupational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas?
3. Do the secondary school students of Guwahati city belonging to slum and non-slum areas differ in their educational aspiration?
4. Do the secondary school students of Guwahati city belonging to slum and non-slum areas differ in their occupational aspiration?
5. What is the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum area?
6. What is the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum area?

### **5.04 Problem of the Study Restated**

Every student has his or her aspiration towards education and occupation, which is influenced by the family atmosphere, socio-economic status, and educational status of parents. The students living in the slum areas belong to poor family background and possess low socio-economic status. Against the backdrop, it is proposed to study and to get the empirical answers, the following problem is restated as “Educational and Occupational Aspirations of Secondary School Students from Slum and Non-slum Areas of Guwahati City”.

### **5.05 Objectives**

The present study was undertaken with these objectives:

1. To identify the educational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas.
2. To reveal the occupational aspiration of secondary school students of Guwahati city belonging to slum and non-slum areas.
3. To compare the educational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas.
4. To compare the occupational aspiration among secondary school students of Guwahati city belonging to slum and non-slum areas.
5. To find out the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum areas.
6. To find out the relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum areas.

### **5.06 Hypotheses**

To study the above-mentioned objectives, the following statistical hypotheses have been formulated.

1. There is no significant difference as regards educational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.
2. There is no significant difference in occupational aspiration between secondary school students of Guwahati city belonging to slum and non-slum areas.

3. There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum areas.
4. There is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum areas.

### **5.07 Population and Sample of the Study**

There are one twenty-one government secondary schools were situated in Kamrup Metro. Out of these one twenty-one schools in nineteen secondary schools, the students from slum and non-slum areas of Guwahati city studying together. Hence, these nineteen secondary schools are the population of secondary schools for the present study. And all the class IX and X students studying in the selected nine schools were the population of students in the present study. According to the nature of the population, the selection of the samples for this study followed the two-stage sampling technique. One is sample of the schools and another one is sample of the students.

Out of these nineteen secondary schools, nine secondary schools have been selected as sample of schools for the study by applying simple random sampling technique. The total number of students in these nine secondary schools was 523. From total 523 students, more than fifty percent (263) were taken as sample of students for the study. Out of 263 samples, 108 from slum areas and remaining 155 from non-slum areas were found from the official record of the schools. From each school, fifty percent of the students were taken as a sample for this present study by using equal proportionate stratified random sampling technique.

### **5.08 Research Method**

The method selected for this study was based on the nature of the research problem. As stated in the statement of the problem, the researcher desire to find out the educational and occupational aspirations of secondary school students from slum and non-slum areas of Guwahati city. In other words, the research has the inherent need to have a survey method of investigation. Here the present research study was brought under Normative Survey research. Normative survey method is that type of investigation that attempts to describe and interpret what exist at present. It is employed to collect detailed descriptions of existing phenomena with the intent of employing data to justify current condition and practices or to make more intelligent plans for improving them. Its objective is not only to analyze, interpret and report the status of an institution, group or areas in order to guide, practice in the immediate future, but also to determine the adequacy of status by compiling it with established standards. This method was considered appropriate for this research work because no readymade data which are required for examining the different objectives under this study, educational aspiration and occupational aspiration of the secondary school students of slum and non-slum areas of Guwahati are available.

### **5.09 Limitations and Delimitations of the Study**

In this study, the researcher has selected only students from slum and non-slum areas of Guwahati city. So, it is limited to the slum areas of Guwahati and it cannot be generalized to the whole of Assam or India's slum and non-slum areas. The researcher has selected only nine secondary schools of Guwahati city among nineteen schools, where slum and non-slum students are studying together. Hence, the study is limited to the schools where

students come from slum and non-slum areas of Guwahati city. Moreover, it is not possible to guess the usefulness of the findings in further conditions because the finding of the current scenario may not be suitable to find a further scenario. Thus, the study is limited to the present time and a particular geographical area only.

The present study is delimited to class IX and X slum and non-slum students studying in secondary schools of Guwahati city. The present study is also delimited to only those secondary schools of Guwahati city, where slum and non-slum students studying together. And, only the secondary schools of Guwahati city under the Board of Secondary Education, Assam is included for this study.

### **5.10 Major findings of the Study**

The data thus obtained has been statistically analysed as mentioned in the preceding chapters and on the basis of analysis and interpretation of the data the following findings were drawn:

#### **Educational aspirations of slum and non-slum students of Guwahati city**

1. Educational aspirations of students belong to slum area have scored 28.63 mean scores and shown average level of educational aspirations.
2. The 9<sup>th</sup> class students of slum area have scored 28.94 mean scores and shown average level of educational aspirations. And the 10<sup>th</sup> class students of slum area have scored 28.51 mean scores and shown average level of educational aspirations.

3. The slum area boys students have scored 27.62 mean scores and shown below average level of educational aspirations. And the slum area girls students of have scored 29.57 mean scores and shown average level of educational aspirations.
4. The Assamese medium students from slum area have scored 28.65 mean scores and shown average level of educational aspirations and the Bengali medium students from slum area have scored 28.40 mean scores and shown average level of educational aspirations.
5. The students belong to SC categories from slum area have scored 27.72 mean scores and shown below average level of educational aspirations.
6. The students belong to OBC categories from slum area have scored 28.76 mean scores and shown average level of educational aspirations.
7. The students belong to General categories from slum area have scored 28.70 mean scores and shown average level of educational aspirations.
8. The students belong to ST categories from slum area have scored 29.75 mean scores and shown average level of educational aspirations.
9. The educational aspirations of students belong to non-slum area students have scored 29.59 mean scores and shown average level of educational aspirations.
10. The 9<sup>th</sup> class students of non-slum area have scored 28.89 mean scores and shown average level of educational aspirations. And the 10<sup>th</sup> class students of non-slum area have scored 29.81 mean scores and shown average level of educational aspirations.

11. The non-slum area boys students have scored 28.19 mean scores and shown below average level of educational aspirations. And the non-slum area girls students have scored 30.65 mean scores and shown average level of educational aspirations.
12. The Assamese medium students from non-slum area have scored 29.02 mean scores and shown average level of educational aspirations. And the Bengali medium students from non-slum area have scored 31.28 mean scores and shown above average level of educational aspirations.
13. The students belong to SC categories from non-slum area have scored 29.46 mean scores and shown below average level of educational aspirations.
14. The students belong to OBC categories from non-slum area have scored 30.09 mean scores and shown average level of educational aspirations.
15. The students belong to General categories from non-slum area have scored 30.04 mean scores and shown average level of educational aspirations.
16. The students belong to ST categories from non-slum area have scored 25.83 mean scores and shown average level of educational aspirations.

### **Occupational aspirations of slum and non-slum students of Guwahati city**

1. The occupational aspirations of students belong to slum area students have scored 49.58 mean scores and shown average level of occupational aspirations.
2. The 9<sup>th</sup> class students of slum area have scored 51.77 mean scores and shown average level of occupational aspirations. And the 10<sup>th</sup> class students of slum area have scored 48.70 mean scores and shown average level of occupational aspirations.



3. The slum area boys students have scored 51.29 mean scores and shown average level of occupational aspirations. And the slum area girls students of have scored 48.00 mean scores and shown average level of occupational aspirations.
4. The Assamese medium students from slum area have scored 49.69 mean scores and shown average level of occupational aspirations. And the Bengali medium students from slum area have scored 48.50 mean scores and shown average level of occupational aspirations.
5. The students belong to SC categories from slum area have scored 50.50 mean scores and shown below average level of occupational aspirations.
6. The students belong to OBC categories from slum area have scored 52.19 mean scores and shown average level of occupational aspirations.
7. The students belong to General categories from slum area have scored 47.98 mean scores and shown average level of occupational aspirations.
8. The students belong to ST categories from slum area have scored 52.88 mean scores and shown average level of occupational aspirations.
9. The occupational aspirations of students belong to non-slum students have scored 49.75 mean scores and shown average level of occupational aspirations.
10. The 9<sup>th</sup> class students of non-slum area have scored 51.65 mean scores and shown average level of occupational aspirations. And the 10<sup>th</sup> class students of non-slum area have scored 49.15 mean scores and shown average level of occupational aspirations.

11. The non-slum area boys students have scored 50.46 mean scores and shown average level of occupational aspirations. And the non-slum area girls students of have scored 49.20 mean scores and shown average level of occupational aspirations.
12. The Assamese medium students from non-slum area have scored 48.88 mean scores and shown average level of occupational aspirations. And the Bengali medium students from non-slum area have scored 52.33 mean scores and shown average level of occupational aspirations.
13. The students belong to SC categories from non-slum area have scored 49.86 mean scores and shown below average level of occupational aspirations.
14. The students belong to OBC categories from non-slum area have scored 51.06 mean scores and shown average level of occupational aspirations.
15. The students belong to General categories from non-slum area have scored 49.43 mean scores and shown average level of occupational aspirations.
16. The students belong to ST categories from non-slum area have scored 47.58 mean scores and shown average level of occupational aspirations.

### **Comparison of slum and non-slum students of Guwahati city in their educational aspirations**

1. The slum students and the sample of non-slum students has moderate level of educational aspirations and there is no significant difference in the educational aspiration of slum and non-slum students.
2. The 9<sup>th</sup> class students of slum area and the 9<sup>th</sup> class students of non-slum area have average/moderate level of educational aspirations and there is no significant

difference in the educational aspiration of 9<sup>th</sup> class students of slum and non-slum areas.

3. The 10<sup>th</sup> class students of slum area and the 10<sup>th</sup> class students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of 10<sup>th</sup> class students of slum and non-slum areas.
4. The boys students of slum area and the boys students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of boys students of slum and non-slum areas.
5. The girls students of slum area and the sample of girls students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of girls students of slum and non-slum areas.
6. The Assamese medium students of slum area and the Assamese medium students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of Assamese medium students of slum and non-slum areas.
7. The Bengali medium students of slum area and the Bengali medium students of non-slum area have average/moderate and above average level of educational aspirations and there is no significant difference in the educational aspiration of samples of Bengali medium students of slum and non-slum areas.
8. The boys have below average and the girls have moderate level of educational

aspirations. The standard deviation indicates that the divergence in scores is more in the boys students than in the girls students. And there is a significant difference in the educational aspiration of boys and girls students.

9. The 9<sup>th</sup> class student and the 10<sup>th</sup> class student have average/moderate level of educational aspirations. The standard deviation indicates that the divergence in scores is more in the 9<sup>th</sup> class than in the 10<sup>th</sup> class students. And there is no significant difference in the educational aspiration of 9<sup>th</sup> class 10<sup>th</sup> class students.
10. The Assamese medium and Bengali medium students have moderate level of educational aspirations. The standard deviation indicates that the divergence in scores is more in the Assamese medium students than in the Bengali medium students. And there is a significant difference in the educational aspiration of Assamese medium and Bengali medium students.
11. The below 15 years age and 15 and above years age students have moderate level of educational aspirations. The standard deviation indicates that the divergence in scores is more in the 15 and above year students than in the below 15 years age students. And there is no significant difference in the educational aspiration of below 15 years age and 15 and above years age students.

### **Comparison of slum and non-slum students of Guwahati city in their occupational aspirations**

1. The slum students and the sample of non-slum students has moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of slum and non-slum students.

2. The 9<sup>th</sup> class students of slum area and the 9<sup>th</sup> class students of non-slum area have average/moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of 9<sup>th</sup> class students of slum and non-slum areas.
3. The 10<sup>th</sup> class students of slum area and the 10<sup>th</sup> class students of non-slum area have average/moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of 10<sup>th</sup> class students of slum and non-slum areas.
4. The boys students of slum area and the boys students of non-slum area have average/moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of boys students of slum and non-slum areas.
5. The girls students of slum area and the sample of girls students of non-slum area have average/moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of girls students of slum and non-slum areas.
6. The Assamese medium students of slum area and the Assamese medium students of non-slum area have average/moderate level of occupational aspirations and there is no significant difference in the occupational aspiration of Assamese medium students of slum and non-slum areas.
7. The Bengali medium students of slum area and the Bengali medium students of non-slum area have average/moderate level of occupational aspirations and there is

no significant difference in the occupational aspiration of Bengali medium students of slum and non-slum areas.

8. The boys and the girls have average level of occupational aspirations. The standard deviation indicates that the divergence in scores is more in boys than in girls. And there is a significant difference in the educational aspiration of samples of boys and girls.
9. The 9<sup>th</sup> class students and 10<sup>th</sup> class students have average level of occupational aspirations. The standard deviation indicates that the divergence in scores is more in the 10<sup>th</sup> class than in the 9<sup>th</sup> class students. And there is a significant difference in the occupational aspiration of 9<sup>th</sup> class and 10<sup>th</sup> class students.
10. The Assamese medium and Bengali medium students have average level of occupational aspirations. The standard deviation indicates that the divergence in scores is more in the Assamese medium students than in the Bengali medium students. And there is a significant difference in the occupational aspiration of Assamese and Bengali medium students.
11. The below 15 years age and 15 and above years age students have average level of occupational aspirations. The standard deviation indicates that the divergence in scores is more in the below 15 years age students than in the 15 and above year students. And there is no significant difference in the occupational aspiration of sample of below 15 years age and sample of 15 and above years age students.

**Correlation between educational and occupational aspirations of secondary school students of Guwahati city belong to slum area**

1. The coefficient correlation between educational and occupational aspiration of slum area students is found positive and not significant as its value is 0.081 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to slum area.
2. The correlation coefficient between educational and occupational aspiration of slum area boys students of slum area is found positive and not significant as its value is 0.144 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of boys students of Guwahati city belonging to slum area.
3. The correlation coefficient between educational and occupational aspiration of slum area girls students of slum area is found positive and not significant as its value is 0.133 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of girls students of Guwahati city belonging to slum area.
4. The correlation coefficient between educational and occupational aspiration of slum area Assamese medium students of slum area is found positive and not significant as its value is 0.043 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of Assamese medium students of Guwahati city belonging to slum area.

5. The correlation coefficient between educational and occupational aspiration of slum area Bengali medium students of slum area is found positive and significant as its value is 0.623 which is more than the table value. Hence, there is a significant relation between educational and occupational aspirations of Bengali medium students of Guwahati city belonging to slum area.
6. The correlation coefficient between educational and occupational aspiration of SC students of slum area is found positive and significant as its value is 0.710 which is more than the table value. Hence, there is a significant relation between educational and occupational aspirations of SC students of Guwahati city belonging to slum area.
7. The correlation coefficient between educational and occupational aspiration of OBC students of slum area is found negative and significant as its value is -0.440 which is more than the table value. Hence, there is a significant relation between educational and occupational aspirations of OBC students of Guwahati city belonging to slum area.
8. The correlation coefficient between educational and occupational aspiration of general students of slum area is found positive and not significant as its value is 0.067 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of general students of Guwahati city belonging to slum area.
9. The correlation coefficient between educational and occupational aspiration of ST students of slum area is found negative and not significant as its value is -0.111 which is less than the table value. Hence, there is no significant relation between



educational and occupational aspirations of ST students of Guwahati city belonging to slum area.

**Correlation between educational and occupational aspirations of secondary school students of Guwahati city belong to non-slum area**

1. The correlation coefficient between educational and occupational aspiration of non-slum area students is found positive and not significant as its value is 0.148 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of secondary school students of Guwahati city belonging to non-slum area.
2. The correlation coefficient between educational and occupational aspiration of non-slum area boys students of non-slum area is found positive and not significant as its value is 0.202 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of boys students of Guwahati city belonging to non-slum area.
3. The correlation coefficient between educational and occupational aspiration of non-slum area girls students of non-slum area is found positive and not significant as its value is 0.148 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of girls students of Guwahati city belonging to non-slum area.
4. The correlation coefficient between educational and occupational aspiration of non-slum area Assamese medium students of non-slum area is found positive and not significant as its value is 0.151 which is less than the table value. Hence, there is

no significant relation between educational and occupational aspirations of Assamese medium students of Guwahati city belonging to non-slum area.

5. The correlation coefficient between educational and occupational aspiration of non-slum area Bengali medium students of slum area is found negative and not significant as its value is  $-0.015$  which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of Bengali medium students of Guwahati city belonging to non-slum area.
6. The correlation coefficient between educational and occupational aspiration of SC students of non-slum area is found positive and not significant as its value is  $0.036$  which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of SC students of Guwahati city belonging to non-slum area.
7. The correlation coefficient between educational and occupational aspiration of OBC students of non-slum area is found positive and not significant as its value is  $0.128$  which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of OBC students of Guwahati city belonging to non-slum area.
8. The correlation coefficient between educational and occupational aspiration of general students of non-slum area is found positive and not significant as its value is  $0.126$  which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of general students of Guwahati city belonging to non-slum area.

9. The correlation coefficient between educational and occupational aspiration of ST students of non-slum area is found positive and not significant as its value is 0.522 which is less than the table value. Hence, there is no significant relation between educational and occupational aspirations of ST students of Guwahati city belonging to non-slum area.

### **5.11 Educational Implications**

Educational research is expected to yield knowledge which may be utilized for improving the existing practices looking from this point of view the findings of this study may have some implication for educational practices. Although, the present study had certain limitations, the findings have ample implications which can be beneficial for the teachers, administrators, policy makers, different departments of the government, the non-government organizations, social workers, etc. In this aspect this study may help the policy makers and curriculum developers while framing objectives relating to education of the backward areas such as slums. The departments and personals engaged in the field of secondary education may undergo this work to confront with the basic problems and to understand the present scenario of education of the slum and non-slum students. The implication of the result of the study can be explained as follows:

1. Policy maker can attain the results of this study while making curriculum and policies regarding to occupational and vocational curriculum. Attention must be given on the development of those curriculums for development of all children especially for the children of the backward places likewise slum areas of Assam.
2. Proper emphasis should be given to adult education to educate the illiterate parents.

3. The findings in the present study will help to the education system to develop certain programmes and policies for the all-round development of the students.
4. The school should be treated as a center of community upliftment.
5. The teacher is one who makes a direct impact on student's development. The role of teacher should enable the students encourage, support and co-operate in directing and controlling his development of career and setting their aspiration towards proper education and occupation.
6. Guidance and Counselling programmes in schools should emphasize the sex role stereotyping by encouraging children to know their capabilities, entrusted and values related to their occupation. It can help the students of slum and non-slum areas to reduce their mismatch between aspiration to do and their actual potentialities to do regarding education and occupation. It can help them in setting their aspiration towards proper education and right occupation.

### **5.12 Recommendations from the Study**

1. Secondary stage of the students is the threshold of their future occupation and work. So, guidance and counselling cell should be established in every school especially in the schools of slum areas where the students need it urgently which assist them to set high aspiration towards proper education and occupation.
2. A teacher can create a simulative environment in the school and classroom so that the children can develop their aspirations according to their capabilities. The role of the teacher enables the child to encourage, support and co-operate in directing and controlling his development of career.

3. Parents should always aware about their children's aspiration for future education and occupation. If a child has low level of educational and occupational aspiration, the parents should analyze their problems and try to provide proper environment which may be fruitful for their children in setting their higher aspiration.
4. The teacher should try to reduce discrimination of girls in the schools and into the society. The unscientific traditions of the society have been dominating the girls.
5. School administration should give focus on to provide adequate information to the students about different vocational opportunities and also should help the students to understand how to meet career goals by performing well academically and make appropriate career choice.

### **5.13 Scope for Further Research**

Generally, one of the outcomes of conducting any research study is to generate avenues for further research. The present study provides some light and insight in the educational and occupational aspirations of secondary school students from slum and non-slum areas of Guwahati city. A few suggestions for future research on the basis of the present study are:

1. The present work "Educational and occupational aspirations of secondary school students from slum and non-slum areas of Guwahati city" can be extended to other parts of Assam.
2. Studies need to be undertaken to study the relationship of slum dwellers with the non-slum dwellers of Assam.
3. Case studies can be conducted on the different slums of the cities of Assam.

4. Studies can be conducted relating the educational status of the slum children and their parents.
5. A study may be conducted to find out the problems affecting the level of aspiration of the secondary school students of Assam.
6. Studies can also be done on the contribution of government and non-government organisations for educating the slum children in different slum areas of India.

#### **5.14 Conclusion**

It has now become obvious to state that one of the important functions of education is to bring social change in the society. Although education is the basic right for human being for better quality life but it is found that still maximum of the parents are not seriously concerned about the education of slum children. The present study has shown the level of aspiration of the secondary school students from slum and non-slum areas of Guwahati city towards education and occupation is average. Therefore, to raise up their aspiration, it is necessary to study the problems and take immediate remedial actions, because the secondary school students are the future citizens of the country, and on their progress depends the progress of the nation. Therefore, it is suggested that intensive researches involving governmental and non-governmental support are indispensable which would ultimately work out in integrating their inmates to larger society.

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