CHAPTER-IV
CAREER CHOICES AND ASPIRATIONS OF FEMALES
CHAPTER-IV
CAREER CHOICES AND ASPIRATIONS OF FEMALES

The world’s future will be largely shaped by today’s girls and tomorrow’s women. A growing body of evidence indicates that girls’ well-being is critical to progress on a range of developmental outcomes: an educated girl is more likely to delay marriage and childbirth, enjoy greater income and productivity and raise fewer, healthier and better-educated children (Levine, et al, 2008). Indeed, investments in girls’ education may go further than any other spending in global development. Millions of girls in the developing world face systemic disadvantage across a range of welfare indicators, including education, health and the burden of household tasks. Girls’ age, gender and social status decrease their visibility in the eyes of policymakers and planners, and, as a result, they are often overlooked in public policy and service delivery (Temin and Levine, 2009). In many contexts, girls have little space to safely make the transition between childhood and adulthood because they face multiple constraints and risks during puberty and adolescence.

Girls are important for who they are and who they will become. As human beings, girls are entitled to enjoy full human rights. In addition, girls’ potential future role as mothers, caregivers, decision makers and productive citizens makes their current condition a critical concern for policy makers. There is increasing evidence that the experiences, knowledge and skills acquired in adolescence have critical implications for individuals’ prospects in adulthood, and so targeting adolescent girls and boys offers a unique window to influence life-long choices, attitudes and behaviours. In recent decades there has been some progress in recognizing and addressing the disadvantages faced by girls around the world. Many countries have taken steps to increase girls’ access to schooling, health and other critical benefits, spurred on by commitments under frameworks such as the Millennium Development Goals
(MDGs) and the Education for All agenda. In particular, there has been significant progress in narrowing the gender gap in primary school enrollment globally over the past two decades.

Education has been regarded as the most significant instrument for changing women’s subjugated position in the society. It not only develops the personality and rationality of individuals but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socioeconomic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why education was included as the basic right of every human being in the Universal Declaration of Human Rights. The Constitution of UNESCO also directs its efforts to achieve “The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social”.

Education of women is an important aspect for boosting the social and economic development of the country. Promotion of Girls Education particularly at Elementary Level is to bring certain benefits for the Society in the form of social development and reconstruction. Promotion of Education of Girls needs to be in the form of content and quality of schooling, teachers, materials, enrollments, retentions, acquisition of basic literacy and numeric skills. The purpose behind it was to bring social development across variety of sectors, increasing economic productivity, political participation, health and sanitation, delayed marriage and making effective investment for future generation. Though there are many other possible ways and methods to achieve this national goal, but education of girls is an effective way which has simultaneous impact on all aspects (Dash, 2008).

The Constitution of India also confers on women, equal rights and opportunities in all fields- political, social, economic and legal. The Government of India, has endorsed the same through its Plans, Policies and
Programmes launched at different points of time. The Article-15 of the Indian Constitution prohibits any discrimination on grounds of sex (Constitution of India Article 15 (1) (3)). In spite of these, women have not been able to take full advantage of their rights and opportunities in practice for various reasons.

On the other hand, infant mortality rate, birth rate and total fertility rate are negatively correlated with the lower educational level of the mother; the more number of children born to her, the greater are the risks of reproductive mortality/morbidity. Now-a-days technological world considers education—especially for women is much more important to slower population growth. Hence, progress in literacy is being considered as a component of progress in development. Government of India has devoted pointed attention to the objective of achieving the universal literacy since independence through the effective implementation of the Five Year Plans.

Female education especially in the higher stages has made available to the country a wealth of capacity that is now largely wasted through lack of opportunity. It is through education that Indian women are able to increase measure to culture, the ideals and activities of the country. Also largely high enrollment in primary school indicates that the old time apathy of masses is breaking down, which leads to empowerment of a girl and later of women.

In reality, woman is the person who has in her hands the capacity, the instinct and the natural way of life to prepare, and to bring up the future leaders to mankind. She is the one who molds the child to become the best or the worst leader in the world. If a girl is educated then she can also opt for a job if the need arises. So she would not be considered as a burden on the family. This would also control female infanticide. Also infant mortality is inversely related to the educational level of the mother.
Education helps girls to realize their potential, which can contribute to larger social change. However, it is increasingly clear that simply ensuring girls’ access to school is not enough to unleash their potential. The realities of low educational quality, discriminatory social norms and unsupportive environments often prevent girls from gaining access to the benefits an education can bring. These barriers require solutions that go beyond what is typically covered in conventional educational policy. In other words, education is a gateway to realizing girls’ rights, but a policy agenda that helps fulfill girls’ potential must be broader than education alone. Efforts to increase educational access must be accompanied by steps to improve the conditions in which girls and boys live and learn, to remove barriers that constrain their growth and potential and to ensure that relevant skills and competencies are acquired and cultivated. This includes the development of leadership skills to enable girls to take action and exert a positive influence in their families and communities.

If a woman is educated then it will build self-confidence among them and this will result in empowerment. If women are educated and empowered they will also be a source of income for the family. This will not only raise the standard of living of the family but also the economic condition of the country. After all the economic conditions of a country will grow only if all the citizens are prosperous. Globalization policies have created opportunities of education and employment in India and as such, many of the occupations based on education have increased.

An occupation or career is a kind of work a person is doing. People work for getting their livelihood. Now, the occupation is also synonymously used as career, profession and employment. Earlier, the occupations were based on Caste and Castes were grouped into four groups and having hierarchy based status in society. Due to the impact of globalization and liberalization, the educational opportunities and employment opportunities were increased for both males and females. As such, many of the occupations and professions
were derived, which are based on educational qualifications, knowledge and skills. A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain. According to the Oxford English Dictionary, professions involve the application of specialized knowledge of a subject, field, or science to fee-paying clientele. It is axiomatic that “professional activity involves systematic knowledge and proficiency”. [http://en.wikipedia.org/wiki/Profession - cite_note-2#cite_note-2](http://en.wikipedia.org/wiki/Profession - cite_note-2#cite_note-2) Professions are distinguished from other occupations represented by trade groups due to their level of legal recognition.

A profession arises when any trade or occupation transforms itself through “the development of formal qualifications based upon education and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights”.

The process by which a profession arises from a trade or occupation is often termed professionalization and has been described as one, “starting with the establishment of the activity as a full-time occupation, progressing through the establishment of training schools and university links, the formation of a professional organization, and the struggle to gain legal support for exclusion, and culminating with the formation of a formal code of ethics”.

Employment is a contract between two parties, one being the employer and the other being the employee. An employee may be defined as: “a person in the service of another under any contract of hire, express or implied, oral or written, where the employer has the power or right to control and direct the employee in the material details of how the work is to be performed”.

In a commercial setting, the employer conceives of a productive activity, generally with the intention of generating a profit, and the employee
contributes labour to the enterprise, usually in return for payment of wages. Employment also exists in the public, non-profit and household sectors. To the extent that employment or the economic equivalent is not universal, unemployment exists.

Career is a term defined by the Oxford English Dictionary as an individual’s “course or progress through life (or a distinct portion of life)”. It usually is considered to pertain to remunerative work (and sometimes also formal education). A career is mostly seen as a course of successive situations that make up a person's occupation. One can have a sporting career or a musical career without being a professional athlete or musician, but most frequently “career” in the 20th century referenced the series of jobs or positions by which one earned one's money. It tended to look only at the past.

As the idea of personal choice and self direction picks up in the 21st century, aided by the power of the Internet and the acceptance of people having multiple kinds of work, the idea of a career is shifting from a closed set of achievements, like a chronological resume of past jobs, to a defined set of pursuits looking forward. In its broadest sense, career refers to an individual’s work and life roles over their lifespan.

The occupations are formed in the three sectors discussed above. That is those who are cultivating land are farmers, those who are undertaking business are business men, those involved in manufacturing are industrialists and those who serve in other kinds of service to support these sectors are comes under the service sector.

It is noted that earlier the occupations were based on caste and communities of the people. But due to the industrialization, globalization and urbanization the concept of caste based occupation were changed. Earlier the occupations of the people were decided by the occupations undertaken by their
ancestors. After independence in India the scenario was changed and the people have changed their occupations by learning adequate skills needed for other occupations. It is popularly known as social mobility.

Social mobility is the degree to which an individual’s family or group’s social status can change throughout the course of their life through a system of social hierarchy or stratification. Subsequently, it is also the degree to which an individual's or group’s descendants move up and down the class system. The individual or family can move up or down the social classes based on achievements or factors beyond their control. It is a sociological concept. There are different kinds of social mobility they are Inter and Intra-generational mobility, Absolute and Relative Mobility, Structural and Exchange Mobility, Upward and Downward Mobility, etc. There are different factors which impact on the social mobility. They are gender, race, religion, caste, class, communities, etc. Of which the gender and caste factors are important in deciding the social mobility.

According to Dhesi (1998) the different social categories may face different opportunities in employment due to differences in level and quality of educational attainment and labour market distortions. Inequality between social categories in access to education and in the labour market reinforces each other. First unequal educational attainments are reflected in dissimilar occupational profiles of different social categories with the disadvantaged categories concentrated in low income occupations. In addition, their comparative wages may be lower than those of the privileged categories due to discrimination and/or inferior quality of schooling. So the disadvantaged categories may invest less for lack of capacity as well as due to discouraging signals from the labour market. Thus disadvantages become cumulative and unequal opportunities because of caste and class tend to overlap... The occupational inequality is in turn reflected in earnings inequality.
Earlier in India, caste and gender were played an important role in deciding occupations. Due to the modernization and after independence, these concepts of caste based occupation is disappearing slowly, due to the industrialization, urbanization, globalization and government policies on various aspects such as social justice, reservation, equality, etc. Hence, now the occupations are not caste based, but skill-based. Now the occupations are taken by the necessary skills and techniques of the people, not considering their caste or gender. It is emphasized that the students studying in degree courses are in a dilemma that which occupations they have to choose and what may the career and future of a specific occupation. In this respect, to decide about occupation or profession, the students must think about their characteristics and the characteristics and skills of a specific occupation.

4.2 Career Choices and Aspirations:

Choice of occupation is one of the most crucial factors in every student’s life, which needs no emphasis. It is important at least for two reasons. First, whether the students opt for a career in jobs or prefer to be on your own, the student must appreciate that there is fierce competition for getting a space in the world of work. In view of new developments primarily triggered off by the information technology (IT) and globalization of the economy, there are now more options than ever before. The students will have to look for these options. It is also remembered that these are days of specialization.

Occupational diversification in an economy is usually considered to be a positive development as it is an important component of growth. The various population censuses and National Sample Survey (NSS) rounds in India suggest a slow but growing trend of diversification in rural areas in recent decades by way an increase in the share of rural non-agricultural sector in the total workforce (Basant and Kumar, 1989).
Dasgupta and Laishley (1975) have tried to identify the social, economic and demographic factors such as caste, culture, present occupation of the parents, fertility, etc in village life associated with migratory movements and who really are the migrants. Their present work reveals that factors related to social and economic factors resulting high in choosing their present work. In this respect, Umarani and Shylendra (2002) emphasized that diversification in occupation is made mainly because of developmental aspect and secondly, due to the distress poverty and lower class in the society.

Parental expectations and pressure for conforming to social norms may prove to be notable factors in choosing right career. It is the individual who has to make an appropriate choice after weighing the pros and cons of the various options. This, however, does not mean that parental advice and guidance have no role in shaping a student’s career. The students should feel free to tell their parents what they want to be and why. Their choice should not be influenced simply by their friends. They may have justifiable reasons for making those choices, but the ultimate decision should be based on student’s own judgment. The judgment, in turn should be based on adequate information about educational and training requirements needed for entering specific careers. Access to a wide range of information about educational and training opportunities is one of the most important prerequisites for career choice.

Education is considered base for the career and professional choices of women. The development of a nation cannot only be assured through the technological and materialistic advances, but through the quality of life of the people live. Current framework of National Development recognizes women a unique power unit and a potential resource and has played crucial role in social reforms, economic development and also in the political process. Women make the most effective providers of healthcare, be it grandmothers, mother, nurses, non-formal teacher and managers of the local environments, as a wife and mother, she is the most influential member in determining the stability of her
family and the development of her children’s personality. Hence, the women’s development is a pre-requisite for all the round development of the society. In a package of developmental inputs available to community, education should form an effective means to improve the physical quality of life of the masses. Many studies have shown that there is a strong correlation between several developmental indicators and level of literacy of the population. Correlation is particularly strong with the level of female education. It is found that the relation between the age of marriage of a girl and her achievement in education is positive.

Education has been regarded as the most significant instrument for changing women’s subjugated position in the society. It not only develops the personality and rationality of individuals but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why Education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve “The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social”.

Education is a double-edged instrument; it can contribute to and be an ally of structural changes in society by training people in required skills- old, newly emerging and anticipated. It is also a value-generating process-influencing the behaviour, norms and cultural attitudes of people, particularly younger ones. From the beginning of the movement for the equality of women in recent history, great emphasis was placed on education as the major instrument for the elimination of gender inequality. Developing countries have viewed education as an instrument to stimulate development in all fields, and to reduce their dependence on external advisers. The basic problems were to promote a rapid expansion of development and cultural structures to meet the
manpower requirements of development and cultural progress in general. Scarcity of resources and the shifting priorities of development have constrained the balanced pursuit of these aims. One of the objectives which had a low priority in the allocation of efforts and resources was the elimination of gender inequality (Snyder, 1994).

The National Policy of Education provides that “The Education of girls should receive emphasis not only on grounds of social justice but also because it accelerates social transformation”. The very First Five Year Plan of Education stated “The general purpose and objective of Women’s education cannot, of course, be different from the purpose and objectives of the men’s education...At the Secondary and even at the University stage women's education should have a vocational or occupational bias”. Similarly, the Secondary Education Commission (1953) stated that “In a democratic society where all citizens have to discharge their civic and social obligations differences which may lead to variations in the standard of intellectual development achieved by boys and girls can be envisaged”. The Report of the Committee on Differentiation of Curricula for boys and girls (1959) also emphasized on the same type of education and same role of men and women in the society. The Education Commission (1964-66) endorsed the recommendations of all Committees and Commissions about the equality in the educational development of women. The Government’s national policy also laid down that “The education system must produce young men and women of character and ability committed to national services and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture and strengthening national integration” (Kalbagh, 1991).

There are many options in life – but there are only a few choices available – meaning, one can be an astronaut, a physician, a painter, a teacher etc, but depending on one’s situation and aptitude, one has to choose from a
limited cluster of options. Thus, there are only a few career choices available in the plethora of career options that one sees floating around oneself. The career choices of whether men or women depend on the environment, education, socio-economic status, etc. Socio-economic status plays an important role in career choice. For instance, the social status as per the culture and traditions of woman is low, then the education she gets is lower and as such, there are less career opportunities and vice versa.

Sociologists are interested in career choice and development primarily because of their consequences for socio-economic inequality and mobility. Occupation is a strong determinant of a person’s status within the community, earnings, wealth, and style of life. To the extent that young people follow the same or similar occupations as their parents, the inequalities linked to work will be perpetuated from one generation to the next. Thus sociological interest in occupational choice initially focused on mechanisms of intergenerational mobility—what came to be called the process of stratification. Initial work examined the linkage between fathers’ and sons’ occupations (Kirkpatrick and Mortimer, 2000).

Blau and Duncan (1967) identified educational attainment as a pivotal mediating variable, explaining the linkage of fathers’ education and occupation and sons’ occupational destinations. Subsequent studies in the status attainment tradition have investigated the ways in which gender, race, ethnicity, community size, and features of the family of origin, such as its intact character, the number of siblings, and birth order, influence the process of stratification (Kerckhoff, 1995). Over time, the complexity of the attainment process was increasingly recognized. For example, because of discrimination in the labor market, opportunities are not the same for men and women, whites and minorities, and these must be taken into account in models that purport to represent the attainment process.
The combination of individual action in response to goals, preferences, and values, as well as the workings of institutional settings also determine structural opportunity, yield diverse lifelong career patterns. These may be examined in terms of their continuity, stability, upward versus downward movement, rewards, and eventual attainment.

Sociologists consider the structure of educational institutions and the labour market as important in shaping careers, so they seek to identify the ways institutional arrangements affect individual experiences, opportunities, and career outcomes. Across the life course, these institutional arrangements link family background and educational attainment, as well as initial and later placements in the occupational structure (Kerckhoff, 1995).

The association between the sex composition of a job and its wage rate within the organizational structure of the labor market is perpetuated to some degree by micro-level processes that produce gender differences in the aspirations and qualifications with which workers enter the labor market, but this association is perpetuated even more by micro-level processes that operate at the point of career entry to channel women and men with the same aspirations and qualifications into different, sex-typed jobs (Marini and Fan, 1997).

India claims to have the third largest scientific manpower in the world. Our technical manpower is trained by around 320 university level institutions (including private, state government central, national institutes of national importance, etc), over 200 national laboratories and 18 Autonomous Research Institutes which are all aspiring to assume the role of a deemed-to-be University for the purpose of stamping R&D based degrees. The Higher Education in science in India is almost completely conducted by the University departments and some 5500 government/ government-aided colleges and by the open universities. As a country, we have the unique distinction of some of
the best-written National Documents on Science Policy, Technology Policy, New Education Policy, etc. and India has just set up a Knowledge Commission, undoubtedly a unique concept (Chopra and Suri, 2005).

Economic explanations for occupational choices are based on the human capital theory. In its simplest form, this theory explains differences in labour productivity and hence, wages by differences in investments in and depreciation of human capital (e.g., education, training, on-the-job-experience). Polachek (1984) argued that because women plan to move in and out of the labour force more often than men, they can maximize their lifetime earnings by choosing occupations characterized by low depreciation and low training costs (Bergman, 1986).

Fuchs (1989) speculated that the preference of many women for part-time work contribute to occupational segregation because female-dominated occupations offer greater opportunities for part-time work. Evidence shows that the greater the proportion of both men and women in a given occupation who work part-time, the larger the proportion of women employed in that occupation. These findings are confirmed by Shelton (1992) identified a negative relationship between the numbers of children a woman and the hours she spends in the paid labour force. She found that women with no children spend 85.4% as much time in paid labour as men with no children but that women with two or more children spend 75.5% as much time in paid labour as comparable men.

Career choices of women are based on different factors. They may include the nature of employment, size of the organization, social prestige, high ideals, financial benefits, etc. These are discussed as under.
1. Size of the Organization:

When it comes to career choices, the basic fundamental reality is – the bigger organization is better. So if one is employee of a big company – that is much better than running a small business. In case of bigger organizations, the profit is more and consequently, the financial benefits are also more.

2. Power, Social Prestige and High Ideals:

Power, social prestige, high ideals and similar sentiments also influence the choice of career. Often such dilemma is seen in terms of what to join – which stream – Mathematics, Biotechnology or Commerce; which job – private sector or the government sector etc. The highest numbers of technical jobs advertised on the higher end require an engineering degree. The engineers are the highest number of employees if seen in terms of higher education. This is because big organizations are often manufacturing organizations, and they require engineers for their work. Also, the nature of work of engineering is such that they need an organization to use their skills. Unlike the engineers, most of the doctor can open clinic with little investment, and the patient will find such doctor. And if that doctor is good in her work – then her career is secure.

3. Financial Benefits:

One of the most influencing factors in the occupational and career choice is financial benefits. Attractive pay and such other benefits along with lower work are essentially needed by every career aspirant.

4. Job Satisfaction:

It is not just money all the way for the security of a good life. For most of the people it is the remuneration that is the main reason for job dissatisfaction. Different jobs have different kinds of capping / limitation in form of remuneration. So, one should be careful in deciding what exactly one wants, and what would give one job satisfaction.
5. Economic Factors:

Poverty is the predominant factor that hinders the girls from getting required higher education. Parents of middle and lower classes think, it is wise to save money for their dowry rather than for their education. Whenever the financial condition of the parents gets complicated, their first step is to stop the expenditure on education of their daughters. Most of them consider it as an unnecessary expense as the girl has to go to some other family. The higher education is also so expensive that the parents of middle and lower class families cannot afford it. Hence, economic factors are major factors to choose or not choose a particular career or profession for the girls.

6. Familial Factors:

There are narrow minded parents who think that education spoils the character of their daughters. If their loving daughter goes to college, she will not be able to prove herself to be a modest daughter-in-law. According to the narrow minded parents, in college, she will learn fashion; in co-education she may spoil her character. They argue that when their daughter need not earn, then what is the need of higher education for her. Instead they will get her married. The parents discriminate between their male and female off-springs in the matter of financing their education (Mehta and Pandya, 2003). These family factors act negatively for the choice of occupation for the girls.

7. Educational Factors:

The dearth of good college or university or not getting admission is also serious problems faced by girls for higher education and proper education. The educational reasons which stand in the way of girls’ higher education are inadequacy of facilities, particularly, distance of the college or university from home, irrelevance of the content of education, curriculum not suited to their requirements, etc. The educational factors are playing significant negative role in choice of career or occupation by girls.
8. Social Factors:

It was felt that higher education for girls resulted in increasing the number of spinsters. So, most of the parents wanted their daughters to discontinue higher education. They think it will be late marriage for their daughters if they continue higher education. Thus amongst the problems of losing girls in higher education, marriage is a very common factor. According to a survey, 75 percent of girls gave up their education due to marriage. They gave up their studies to enter the home life (Mehta and Pandya, 2003). Social factors are negatively impacted the career and occupational choice of the girls.

4.3 Impact of Career Choices on Life of Females:

Today, careers for women have emerged as one of the most significant area of concern for those who advocate education for women equality and nurturing human resources for national goal. The career development is a part of all round individual development. It has always been studied with reference to men, ignoring its concern for women, even in the developed countries where participation of women in labour force is significant. One reason may be that it is difficult to study career development in women. Keeping the traditional theories of career development, it is noted that the important elements of women’s career development such as marriage, family and spouses' attitudes towards wives work, etc. in traditional cultures. The gender affects career development in numerous ways as discussed below:

1. Home Maker Role for Women:

Traditionally, women have been home makers and not the bread winners. Even today, most women are home makers and this role is exclusive. In career planning women are supposed to think of marriage and home making along with career, which is not demanded of men. The home maker role affect women's interest in joining the labour force, performance at work, and even stay in it. Thus career does not occupy a major position in the lives of women as it is in case of men. That is why the career development processes in both
the sexes differ. There may not be significant sex differences in abilities and interests but differences are there in career aspirations and goals.

2. Work Role Perceptions:

In our society both the boys and girls perceive occupations in a sex-stereotyped fashion. The development of these occupational biases is the result of role learning process which starts in early childhood. According to cognitive development theorists, after the ‘sex-assignment’ which occurs after birth, the next major event of sex-typed development occurs at the age of two or three years when the child develops self-categorization as girl or as boy. Not only that children look to other people to try to understand what it means to have the label “girl” or “boy” they strive for competence in being what they think they are supposed to be because of the label. Hence the “sexual-identity” becomes more and more “sex-role identity”. The result is that boys at all ages show strong preference for the male role and identify with work. So a boy develops his identity through work. His academic, vocational and external achievements are expected and rewarded. For the girls it is different. At the earlier stages (3-6 years) they may show preference for masculine role in contrast with the feminine role as the children find masculine role more rewarding and stronger, but later on they adapt to feminine role for which they are rewarded. Thus, a girl's self-concept is not what she is or she 'should' be, but what the society wants her to be. Importance of work in case of women is hardly visualized. A working mother is not visualized as working for satisfaction, she is perceived as earning for buying comfort for the family. Similarly, a single working women is not appreciated as the society wants women to be married at the “right” age and have children too at the right age. This also makes girls more inclined towards marriage than towards work-role orientation. Today, some of the women have started exploring beyond the traditional home making role. The learning process in role perception in woman is undergoing change and influencing the role expectations for women, which are becoming less definite. Today, women are in conflict with traditional thinking and learning, and with
their new interests, aspirations and explorations. The resulting changes further influence to a greater extent considerable of extent the career patterns of women.

Indian constitution grants the right of equal opportunity with regard to employment to men and women without distinction. However, a large number of women are still without work. According to census data, the work participation of women has improved during the past decades: from 14.22% in 1971 to 19.67% in 1981 and to 22.27% in 1991. The figures are not impressive in comparison to men who comprise 51.56% of the labour force. The type of work performed by women workers is one of the most important aspects to be considered from the point of view of their career development. The following could be said about women’s work participation:

1. Women are behind men in work participation.
2. Participation of rural women in work is more in comparison to urban women.
3. Women are generally engaged in unskilled work as agricultural or other labour. Their percentage is, however, more than men. Some of them are also engaged in home based industries, small business activities and services.
4. Public sector employs more women than private sector.
5. Women are concentrated in community, social and personal services, which is the direct extension of their feminine role at home.

However, it is encouraging to note that in spite of socio-cultural constraints women have entered. In comparison to the picture of type of work performed by women, presented above, there is information on minority women which is valuable such as Civil Services, Administrative Services, Police Service, Foreign Service, etc.
4.4. Career Patterns of Females:

As the career development of women is different and complex than those of men, their career patterns or sequences too are different. Numerous studies have classified women into two main groups - pioneer women, or those engaged seriously in career activities, and the traditional women who participate in full-time home making activities. They are also known as non-traditional or career women versus traditional women or home makers respectively. One of the classification systems shows seven categories to describe the career patterns of women:

i. **The stable home making career pattern**: It describes predominately married women without significant work experience.

ii. **The conventional career pattern**: It describes women who work several years after completing general education and then leave the work to become full-time home makers.

iii. **The stable working career pattern**: It describes those women for whom career becomes their life work.

iv. **The double-track career pattern**: It describes those women who combine career and marriage.

v. **The interrupted career pattern**: This pattern describes those women who begin work, leave for marriage and family and then again return to work.

vi. **The unstable career pattern**: It describes those women who fluctuate back and forth from work to home making due to usually irregular economic conditions.

vii. **The multiple trial career patterns**: In this pattern the women hold a succession of unrelated jobs stability in none, and have no genuine life work.

The above patterns show one thing clearly that the women's career orientations and career motivations are different from those of men and are based on their needs, aspirations and attitude towards career and marriage. In
fact, the career patterns of women are determined by their cultural and educational backgrounds.

4.5. Career Problems of Females:

There are a large number of problems that women have to face for developing their career potential. Some of the serious problems are as follows:

1. Sex biases at Home:

Sex-bias is common everywhere whether it is in home, educational institutions, place of work or society in general. These biases create barriers both structural and attitudinal in women's career development. The feeling of difference between the boy and the girl is introduced limit of all in the family. Here the sex-bias begins from conception of a child. They invited and unwanted girl child who is devoid of proper food, love and care in comparison to the male child; whose education is of secondary importance and who is not allowed to play or participate in any activity except the household chores and sibling care, grows into a female adolescent with expected feminine behaviour and marriage goals. Hence her physical, personal, social and emotional development is restricted. Her bringing up does not prepare her for higher education or vocational training or employment.

2. Educational Institutions:

After home, the place which affects children’s behaviour is school. Here children face sex-bias in almost all the aspects for example, sex-bias in books, curriculum transaction, allocation of subjects, participation in some of the co-curricular activities etc. Once inculcated, these behaviours become part of children's lives. In colleges and universities also, the biases are further propagated. In this way the quality of girls education does not match with that of educational, vocational and personal development. Even the teacher training programmes both in-service and pre-service seem to ignore desensitisation of teacher against sex-biased behaviour.
3. Place of Work:

All the employers don’t accept women as workers like men. They even hesitate to employ women. A woman seeking employment is viewed as a future wife and mother who will have primary responsibility towards her home and family and not work. In comparison to a man she is less preferred in offering employment and is paid less. She is also not given required leave for home making and child rearing by employers other then public sector. Above all she has to suffer from sexual harassment at work.

4. In Society:

Many societies are strongly sex-biased. The expectations of family, neighbours and other social groups from a girl are of “traditional women” who has no sense of ‘me’. She is subservient, committed home maker, obedient wife and daughter-in-law, and a sacrificing mother. She is submissive, soft spoken, reserved, shy, domicile, and tolerant and does not resist husband and his family for atrocities committed by them. If otherwise, then she is labelled as home breaker and uncultured. All these biases severely hinder the process of career development of girls as the girls prefer to be obedient home makers rather than decision makers and career oriented.

5. Poor Self-image or Self-esteem:

As mentioned earlier, the girls are treated in many societies with specific behaviours, attitudes and expectations. The discriminatory treatment which a girl receives prior to her birth through her childhood and till her death is the best indicator of formation of self-image in case of girls. Often, a girl is not preferred even prior to her birth, treated as unwanted after birth; neglected in nutrition, health and education; treated as helping hand at home and even outside from her childhood; suppressed, neglected throughout her life and treated as sex-object, she develops a poor image of herself. The discrimination against girls is prevalent across all cultures, castes and socio-economic strata.
Development of poor self-image or low self-esteem is a strong psychological barrier in individual development.

6. Dual Role:

When a women decides to take up a career she has to do so while performing all the duties of housewife, mother and daughter-in-law, etc. In fact she is taught from the beginning that her career is of secondary importance and her first priority is to look after her home.

7. Role Conflict:

Most of the working women, especially well educated, suffer from role conflict. Like her family and society, she considers her role of housewife and mother equally important to her career. Neglecting one at the cost of other or feeling of neglecting one at the cost of other adds strains in women's relationship with her husband and family. The result is many women feel compelled to leave the job to get rid of this painful situation. This not only stops their career development but sets a bad example for young girls.

8. Fear of Success:

It has been seen that women generally prefer the occupations which are extension of their household duties such as teaching, nursing, secretary, personal assistant, social worker, etc. This is also the reason that the work which women do is not held in high esteem as the work which men do. The occupational preference of women for ‘typical’ women’s fields suggests two motives operating behind: Firstly, girls think of marriage and societal approval before they plan for career. Secondly, the women are highly motivated to avoid success. They perhaps feel secure if they opt for more traditional occupations than for non-traditional ones. It is generally believed that the more successful a men is in his job, he will make a desirable husband, the more successful a woman is, the more most people are afraid she may not be a successful wife.
9. Problems in Making Vocational Choice:

In case of woman unexpected personal events such as death of significant one, divorce or financial crisis may influence her decision to take up work but it is not necessary that she gets the work for which she is qualified or which she desires. Thus she may not have career involvement. However, there are other contingency factors and difficulties which women face in making career choices. These are:

a) The girls receive little orientation towards career choice while the question of career choice is emphasized for boys.

b) Parents, teachers and significant others are more likely to emphasize salary and status in boy’s career choice while for girl's emphasis on career is even missing. Also the jobs available to them are of poor status and remuneration.

c) The options open to girls are considerably more restricted than for men and they are forced to consider their role as a home maker before making career selection.

d) The girls have few opportunities for vocational training and higher education.

e) Very often girls wait for marriage before choosing or joining any job as marriage and husband’s home takes priority over career.

f) Although, approximately all types of courses and occupations are open to women, they frequently lack awareness of these opportunities and the financial support for their education and training.

g) Above all, girls also lack information about their abilities and interests, and awareness of skills in them which are the motivating factors to make career decisions. Most of the girls, still believe that girls are weak in science and mathematics and they are better in social sciences and home science subject.

h) The girls also lack positive role models to identify with and develop their career potential.
The above influences though come from a variety of sources both internal and external but, sometimes decidedly create problems in girls’ career development.

4.6. Role of Teachers in Career Development of Girls:

The above discussion is a clear indication that woman is a case of underdeveloped human potential. Since schools are looked on as an agency of society for developing the students’ potential, suggested below are some interventions for the teachers to promote career development of girls.

1. Approach to Girls’ Education

The approach of the teachers to girls' education should be to develop a human resource. They should help girls to develop as individuals through encouragement and assistance in identification and nurturing of their talents. Teachers should examine their own biases and sex-stereotyped behaviours which cause hindrances in realization of career potential in girls. They should also discourage segregation of subjects, skills, activities, hobbies and behaviours etc. and sex which is a major hurdle in the way of girls' development as individuals and their adoption of new roles.

2. Favourable Environment for Learning Career Development of Girls:

The teacher should try to create favourable environment or conditions for learning. The Teachers, that is he or she should not encourage the prevalent stereotyped appropriate or inappropriate behaviours for girls. He or she should not encourage girls to be timid, anxious, fearful, passive, dependent, compliant, sensitive and incompetent in technical ability etc. Rather he or she should help the girls to overcome these pressures and develop positive attitude and respect for their worth. The teacher should also challenge adult-imposed biases with which the girls mainly confront and help the girls to improve their self-image.
3. Providing Career Information and Literature:

The girls are in great need for information. Besides opening their eyes to the world of work, information also motivates them in choosing and preparing for the work. The dissemination of career information should begin at the elementary school stage. Here the teacher should integrate career information inputs into teaching of subject matter. The teachers can recommend to the library to procure the career literature. The career literature helps a lot in motivating the girls to plan for a career and make career related decisions.

4. Providing Role Models:

As pointed out earlier, the girls lack suitable role models to identify with and develop work related identity. They need women as role models, who are achievers, career oriented and successful. The women, who work only for economic necessity and not for personal gain, suffer from role-conflict and lack of self-worth. Therefore, they are not suitable role models. The role models for girls should be selected from a variety of careers, traditional as well as non-traditional who are satisfied with their career and life style while respecting themselves as women. Only these type of role models can help girls to improves their self-image, install in them confidence to choose suitable career and experience self-fulfilment in the chosen career path. The role models can be presented in a number of ways:

a) Ideally, women guest speakers selected as role models should be invited to the school to talk to the girls about their achievement, work and how did they achieve and establish themselves. There is no comparison of presentation of live role models with other methods as the girls can interact with them and may clarify their personal doubts and difficulties.

b) Teacher can talk about successful women workers in traditional and non-traditional occupations.

c) The files on achievements of girls and women in various fields, such as, toppers in academic and co-curricular activities, award recipients, leaders, social workers, writers, eminent researchers, defence and police
services, etc. could be maintained and displayed. Even the girls could be asked to collect and file this type of material.

d) Pictures of successful alumni with their achievements could be displayed. These women could also be invited to the school to interact with the students.

e) Special achievements of women staff members may be highlighted through display or in school assembly.

f) Mention may be made about local women achievers and achievers from disadvantaged sections of the society. The role models can be provided at all stages of school and college education and are effective in promoting career development among girls.

4.7 Pre-University Education in Karnataka:

As the present study is focused on career choices and aspirations female students studying at pre-university education, it is essential to analyze the beginning and development of pre-university education in Karnataka. It is noted that, the career choices and aspirations began for every student during their 12th standard or pre-university education. The movement of pre-university education is very interesting one in the history of higher education. The Junior College is America’s original contribution to the educational philosophical thinking. This native product is now being exported where practice to Canada, Latin America, Europe, Africa and Asia (Bortolazzo, 1969).

Dictionary of Education (1959) defined ‘higher education includes all education levels of the secondary school given in colleges, graduate schools and normal schools. The junior college is considered an institution of higher education as part of the secondary education.

Junior colleges were started in the United States of America as an extension of High School, especially in the area where there were students
could not afford to attend college (Bortolazzo, 1969). This developed from the fact that many students were losing the chances of getting higher education due to lack of financial resources and long distances. Thus these institutions would at least give them an opportunity to pursue studies for a couple of years. Therefore they have become unique educational institutions in rural areas.

The High School traditions influenced the junior colleges in number of ways. They are (Bortolazzo, 1969):

1. Colleges that are tuition free;
2. Colleges that are ‘open door’ for all to attend;
3. Emphasis on teaching- not on research or publication;
4. Colleges with an emphasis on student, personal counseling and guidance with recognition of the individual student; and
5. Comprehensive institutions including college transfer, vocational, technical programmes, general education, adult education and more recently community education.

Pre-University education is imparted by Junior colleges in Karnataka. According to a report of the Secondary Education Commission, a decision was taken to develop a national pattern of school classes ‘covering eleven years including five year of lower primary, three years of upper primary and three years of higher secondary classes. This was followed by three year courses for the first degree in Arts, Science and a further two years course for second degree (India, NCERT, 1966).

Likewise, a discussion was organized by Education Ministers of all states held at Delhi in 1964, while decision has been taken ‘a twelve year course of schooling before admission to the degree course was goal towards which the country must work’ (India, NCERT, 1966).
Along with this agreement which should be completed by the end of the fourth plan period, ‘a systematic attempt has made to transfer the pre-university course at present located in universities and affiliated colleges’ (India, NCERT, 1966).

As such, different states are providing education in different levels like lower secondary, higher primary, lower primary, etc. The name, duration, location and control of courses corresponding to the higher secondary stage vary from state to state. In Uttar Pradesh, the courses are designated as ‘Intermediate’ and duration is two years and similarly in Kerala, the course is provided in Institutions called ‘Junior Colleges’ (India, NCERT, 1966).

In states, where the higher secondary pattern is adopted but all high schools have not been raised to the higher secondary status, the stage is provided ‘as class-XI in the Higher Secondary Schools and Pre-University Courses in Colleges (India, NCERT, 1966). Karnataka state was adopted a higher secondary school. The compilation of first degree course will cover in equal year in all states of India (India, Education and Social Welfare, 1975).

Two year Pre-University Course (PUC) was introduced in Kerala State in 1964 and Andhra Pradesh and Karnataka State were realized later the advantage of this phenomena. At the same time Vice-Chancellors of Universities in the State recommended for improvement of standards of education in the Universities. In the existing higher secondary school pattern there is specialization which will begin from IX to X. It extend further two years course which is a self-contained independent unit providing the education recommended for lengthening the pre-university course up to two years and transferred the same from universities and graduate colleges to the high schools.
The Government of Mysore has accepted the recommendations of the Education Commission (1964-66) that the pre-university course should be one of two years following a ten year. School education course and proceeding with effect from the year 1971-72 the first year of the two year pre-university course may be physically located in a Higher Secondary School or Degree College or it may be an independent junior college. The Board of Pre-University Education which constituted on 3\textsuperscript{rd} December 1970 is in full control of pre-university education in the state.

Although the Pre-University Board is concerned only the regular pre-university classes leading on to the university courses to start with it is the intention of Government and should concern itself (Devegouda, 1973).

As stated by Devegouda (1973), generally the junior colleges in the state should have the following functions:

1. ‘Admission to all’ is a very ambitious planning in the history of education;
2. Junior colleges could be vocational technical education or occupation education.
3. The Education Commission (1966) called this as terminal education, so that the two year pre-university course would not merely be a preparatory course leading on to the university, but will also be a technical one for those who would like to enter into life and make a living; and Junior college is also the centre of development of Arts and Culture of the area.

As per the recommendations of the Education Commission, the pre-university education was introduced in 1966 and presently, 70770 pre-university colleges are imparting pre-university education to boys and girls after 10\textsuperscript{th} Standard. Following table reveals the State-wise number of Pre-University Colleges in India.

97
### Table-4.1: State-wise Number of Pre-University Colleges in India

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>2791</td>
<td>2861</td>
<td>3267</td>
<td>3368</td>
<td>3910</td>
<td>4032</td>
<td>4364</td>
<td>4364</td>
<td>5143</td>
</tr>
<tr>
<td>And P</td>
<td>71</td>
<td>72</td>
<td>74</td>
<td>78</td>
<td>91</td>
<td>97</td>
<td>109</td>
<td>117</td>
<td>118</td>
</tr>
<tr>
<td>Assam</td>
<td>696</td>
<td>726</td>
<td>731</td>
<td>745</td>
<td>829</td>
<td>748</td>
<td>755</td>
<td>855</td>
<td>1081</td>
</tr>
<tr>
<td>Bihar</td>
<td>676</td>
<td>785</td>
<td>685</td>
<td>685</td>
<td>691</td>
<td>795</td>
<td>1030</td>
<td>1837</td>
<td>2217</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>1383</td>
<td>1564</td>
<td>1439</td>
<td>1439</td>
<td>2147</td>
<td>2184</td>
<td>2414</td>
<td>2544</td>
<td>2799</td>
</tr>
<tr>
<td>Goa</td>
<td>81</td>
<td>81</td>
<td>80</td>
<td>81</td>
<td>81</td>
<td>82</td>
<td>82</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Gujrat</td>
<td>2140</td>
<td>2452</td>
<td>2427</td>
<td>2458</td>
<td>2548</td>
<td>2805</td>
<td>3132</td>
<td>3508</td>
<td>3575</td>
</tr>
<tr>
<td>Haryana</td>
<td>1436</td>
<td>1636</td>
<td>1776</td>
<td>1840</td>
<td>2278</td>
<td>2675</td>
<td>2623</td>
<td>3278</td>
<td>3278</td>
</tr>
<tr>
<td>Him P</td>
<td>708</td>
<td>819</td>
<td>820</td>
<td>968</td>
<td>1314</td>
<td>1664</td>
<td>1720</td>
<td>1674</td>
<td>1727</td>
</tr>
<tr>
<td>J and K</td>
<td>275</td>
<td>380</td>
<td>406</td>
<td>382</td>
<td>473</td>
<td>473</td>
<td>473</td>
<td>889</td>
<td>889</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>109</td>
<td>331</td>
<td>122</td>
<td>128</td>
<td>124</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>0</td>
</tr>
<tr>
<td>Karnataka</td>
<td>2184</td>
<td>1849</td>
<td>2237</td>
<td>2356</td>
<td>2743</td>
<td>3426</td>
<td>3665</td>
<td>3644</td>
<td>3644</td>
</tr>
<tr>
<td>Kerala</td>
<td>1491</td>
<td>1596</td>
<td>1286</td>
<td>2309</td>
<td>2380</td>
<td>2380</td>
<td>779</td>
<td>2380</td>
<td>2223</td>
</tr>
<tr>
<td>Mad P</td>
<td>4150</td>
<td>3986</td>
<td>4211</td>
<td>4055</td>
<td>4456</td>
<td>4675</td>
<td>4899</td>
<td>5161</td>
<td>5463</td>
</tr>
<tr>
<td>MH</td>
<td>4061</td>
<td>4078</td>
<td>4212</td>
<td>4326</td>
<td>4575</td>
<td>4575</td>
<td>4575</td>
<td>967</td>
<td>5019</td>
</tr>
<tr>
<td>Manipur</td>
<td>95</td>
<td>147</td>
<td>112</td>
<td>118</td>
<td>103</td>
<td>103</td>
<td>120</td>
<td>120</td>
<td>123</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>69</td>
<td>128</td>
<td>80</td>
<td>80</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>124</td>
<td>125</td>
</tr>
<tr>
<td>Mizoram</td>
<td>33</td>
<td>49</td>
<td>71</td>
<td>67</td>
<td>80</td>
<td>82</td>
<td>86</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>Nagaland</td>
<td>23</td>
<td>52</td>
<td>52</td>
<td>43</td>
<td>51</td>
<td>69</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Odisha</td>
<td>1031</td>
<td>993</td>
<td>744</td>
<td>1520</td>
<td>2000</td>
<td>1088</td>
<td>2000</td>
<td>1144</td>
<td>1293</td>
</tr>
<tr>
<td>Punjab</td>
<td>1674</td>
<td>1921</td>
<td>1695</td>
<td>1697</td>
<td>1719</td>
<td>1780</td>
<td>2473</td>
<td>2380</td>
<td>2733</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>2312</td>
<td>2915</td>
<td>3159</td>
<td>3388</td>
<td>4631</td>
<td>5358</td>
<td>5996</td>
<td>6675</td>
<td>7616</td>
</tr>
<tr>
<td>Sikkim</td>
<td>33</td>
<td>44</td>
<td>41</td>
<td>50</td>
<td>51</td>
<td>53</td>
<td>53</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>3608</td>
<td>4065</td>
<td>4136</td>
<td>4230</td>
<td>4736</td>
<td>4582</td>
<td>3425</td>
<td>3508</td>
<td>3660</td>
</tr>
<tr>
<td>Tripura</td>
<td>234</td>
<td>240</td>
<td>242</td>
<td>243</td>
<td>289</td>
<td>290</td>
<td>301</td>
<td>316</td>
<td>336</td>
</tr>
<tr>
<td>UP</td>
<td>5798</td>
<td>7036</td>
<td>7369</td>
<td>7561</td>
<td>8321</td>
<td>8000</td>
<td>8000</td>
<td>8547</td>
<td>9751</td>
</tr>
<tr>
<td>Uttarakhand</td>
<td>907</td>
<td>1068</td>
<td>1071</td>
<td>1082</td>
<td>1302</td>
<td>1335</td>
<td>1348</td>
<td>1352</td>
<td>1633</td>
</tr>
<tr>
<td>WB</td>
<td>2639</td>
<td>2891</td>
<td>2868</td>
<td>3572</td>
<td>3927</td>
<td>3954</td>
<td>4072</td>
<td>9391</td>
<td>4341</td>
</tr>
<tr>
<td>A and N</td>
<td>48</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>50</td>
<td>57</td>
<td>52</td>
<td>47</td>
<td>48</td>
<td>57</td>
<td>60</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>D &amp; N Hl</td>
<td>09</td>
<td>10</td>
<td>09</td>
<td>09</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>D &amp; D</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>16</td>
</tr>
<tr>
<td>Delhi</td>
<td>1164</td>
<td>1171</td>
<td>1212</td>
<td>1208</td>
<td>1237</td>
<td>1303</td>
<td>1256</td>
<td>1350</td>
<td>1392</td>
</tr>
<tr>
<td>Lakshadweep</td>
<td>04</td>
<td>05</td>
<td>04</td>
<td>04</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>68</td>
<td>75</td>
<td>77</td>
<td>80</td>
<td>94</td>
<td>98</td>
<td>98</td>
<td>108</td>
<td>121</td>
</tr>
<tr>
<td>India</td>
<td>42057</td>
<td>46137</td>
<td>46822</td>
<td>50272</td>
<td>57403</td>
<td>59166</td>
<td>60383</td>
<td>66917</td>
<td>70770</td>
</tr>
</tbody>
</table>

Source: Ministry of Human Resource Development, Govt. of India
In Karnataka, the Department of Pre-University, Government of Karnataka is the organization for implementation of higher secondary education in the state. There are 1202 Government Pre-University colleges, 637 Aided Pre-University colleges, 1936 Unaided Pre-University colleges, 165 bifurcated Pre-University colleges & 13 Corporation Pre-university colleges. After X standard or SSLC every year about 10 lakhs students enroll in the 2 year Pre-university courses. The courses offered by the Department are broadly classified under the categories of Humanities (Arts), Science & Commerce. There are 23 subjects, 11 languages and 50 combinations in the Pre-University curriculum. In 2010-11, there were 4,43,185 students in Humanities in I & II PUC, 2,47,421 students in Science in I & II PUC & 2,77,189 students in commerce in I & II PUC. As the present study was made in Gulbarga city, there are 192 pre-universities are imparting pre-university education in Gulbarga district as per the statistics of 2011.