

# TOPIC

A STUDY ON THE ATTITUDE OF PARENTS TOWARDS THE  
EDUCATION OF FEMALE STUDENTS

AT

BAKAITARI, GOALPARA (ASSAM)



## Dudhnoi College

SUBMITTED BY:

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B.A. 6<sup>th</sup> SEMESTER

ROLL NO: UA-191-097-0508

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DEPT. OF EDUCATION

DUDHNOI COLLEGE

*Alom*  
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PROFESSOR OF DUDHNOI COLLEGE

DEPT. OF EDUCATION



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Department of Education

Dudhnoi College



Certificate of Completion

This is to certify that Mr/Ms ..... Upamay Bezbaruah .....  
of BA/B.Sc/B.Com...<sup>4<sup>th</sup></sup>.....Semester, Department... Education..... of  
Dudhnoi College has carried out project titled A Study on the Attitude of  
Parents Towards the Education of Female Students and successfully completed it  
under my supervision.

Date: 15/07/2022

Place: Dudhnoi College

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Designation: Assistant Professor  
(Guest Faculty)





କୃତଜ୍ଞତା - ସୂଚୀ

କୃତଜ୍ଞତା ବିଷୟ ବିଦ୍ୟାଳୟର ସ୍ନାତକ କରୁଥିବା ସମ୍ପାଦକ.  
ବ୍ୟବସ୍ଥା ପ୍ରଦାନ କରୁଥିବା ଶିକ୍ଷକ, ବିଭାଗ ସ୍ନାତକ କରୁଥିବା  
ପ୍ରଧାନ ଶିକ୍ଷକ ସହ ସମ୍ପାଦକର ଉଚ୍ଚ ମାନ୍ୟତା. ପ୍ରତି  
କାର୍ଯ୍ୟ ଆଞ୍ଚଳିକ ମାନ୍ୟତା ପାଇଁ ପ୍ରଥମ ଅବସର  
କାର୍ଯ୍ୟକ୍ରମ ଉପରେ ଧନ୍ୟବାଦ ।

ଏହି ପ୍ରଥମ ଅବସର ପ୍ରକୃତ କର୍ତ୍ତୃତା ବିଭାଗ  
କାର୍ଯ୍ୟକ୍ରମରେ କାର୍ଯ୍ୟକ୍ରମ ଆୟତ୍ତରେ ଆସିଥିବା  
ପ୍ରଥମ ଅବସର ପାଇଁ କାର୍ଯ୍ୟକ୍ରମରେ ଉପସ୍ଥାପନ  
କରିବା ବିଚାରରେ । ପ୍ରତିକୃତ ଏହି ପ୍ରଥମରେ ପ୍ରକୃତ  
କର୍ତ୍ତୃତା ନିମ୍ନ ଉପରେ ନିମ୍ନ ମାନ୍ୟତା ଆସିଥିବା .  
କର୍ତ୍ତୃତା ବିଭାଗର ଶିକ୍ଷକ ବିଭାଗ ଅବସରରେ ନିମ୍ନରେ  
ପ୍ରକୃତ କରୁଥିବା କାର୍ଯ୍ୟକ୍ରମରେ କୃତଜ୍ଞତା ଦେବା  
କର୍ତ୍ତୃତା ।

କୃତଜ୍ଞତା  
ଶିକ୍ଷକ ବିଭାଗ



ପାଠକ

ଉପାଧୀନୀ ବିଦ୍ୟାଳୟର ପ୍ରଥମ ବର୍ଷର ପ୍ରତିଷ୍ଠା-

ପ୍ରଥମ ଶ୍ରେଣୀ ପାଠ୍ୟପୁସ୍ତକ ବିଷୟରେ ପ୍ରଥମ (Honours)

୧୦୨୬ ନମ୍ବରର ପ୍ରା.ପ-ପାଠ୍ୟ ପୁସ୍ତକର ପାଠ୍ୟପୁସ୍ତକ

ପ୍ରତିଷ୍ଠା ବିଷୟରେ ଅନୁକୃତି ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

ପାଠ୍ୟ ପୁସ୍ତକ । ପ୍ରଥମ ଶ୍ରେଣୀରେ ପ୍ରା.ପ-ପାଠ୍ୟ ପୁସ୍ତକ

ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

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ଉପାଧୀନୀ ବିଦ୍ୟାଳୟର ବିଭିନ୍ନ ଅନୁକୃତି

ପ୍ରତିଷ୍ଠା ବିଷୟରେ ପ୍ରଥମ ଶ୍ରେଣୀରେ ପ୍ରଥମ ଶ୍ରେଣୀ

ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

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ପ୍ରତିଷ୍ଠା ପ୍ରଦାନ ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା ପ୍ରତିଷ୍ଠା

## 1. Introduction :

শিখা অথবা দীপক আওঁতকৈ সূৰ্য্যপূৰ্ণ শিখা-।  
 শিখা অতিস্থান লগন সূৰ্য্যকৈ পোহৰিওঁ আৰম্ভিক গাওঁ সূৰ্য্য  
 ২৫ লোহাওঁ । শিখা লোহাওঁ লগন সূৰ্য্যকৈ সূৰ্য্যকৈ অহা  
 খণ্ডৰ পূৰ্ণ । পূৰ্ণ লগন ইতি ২০ লাগিলে প্ৰথম পূৰ্ণ  
 সূৰ্য্যকৈ বিলাক শিখা ২০ লাগিল । ২৫ত ইতি ৩ সাত  
 যদি শিখা ৩২- তেনে পূৰ্ণ পোহৰিওঁ লগলগে ইতি  
 ২০ লোহাওঁ । আৰম্ভ পূৰ্ণকৈ পিছৰীয়া সূৰ্য্য  
 অতিশয়- শিখাওঁ প্ৰতি অতিশয় কৰা পূৰ্ণ ২৫ ।  
 লোহাওঁ পূৰ্ণ ইতি ৩৫ সাত শিখাওঁ প্ৰতি অতি  
 পিওঁ সূৰ্য্যকৈ । লগন পূৰ্ণকৈ পিছৰীয়া সূৰ্য্য  
 লগ শিখা সূৰ্য্যকৈ অহাওঁ । লগে শিখা সূৰ্য্যকৈ  
 লগ বিলাক গাওঁ সূৰ্য্যপূৰ্ণ ২২২২ অতিশয়কৈ  
 শিখা । অতিশয় লগলগ শিখাওঁ অহাওঁ পূৰ্ণ  
 লগ অতিশয়কৈ বিলাক পিছৰীয়া । অতিশয়কৈ  
 শিখাওঁ ২২ ২২কৈ সূৰ্য্যকৈ শিখাওঁ ২৫ লোহাওঁ  
 অতিশয়কৈ শিখাওঁ ২২কৈ ২২কৈ অতিশয়কৈ  
 লগলগে আৰু অতি পূৰ্ণকৈ শিখা লগলগলগে  
 ২৫ । লগলগলগে সূৰ্য্যকৈ লগলগ পূৰ্ণকৈ ২২ অতিশয়







ନିର୍ଦ୍ଦେଶ । ଦେଉଳାଳିକା ଉପାଦାନ ଉପରେ ପ୍ରକୃତ ନିର୍ଦ୍ଦେଶ  
 ନିର୍ଦ୍ଦେଶକୁ ଧ୍ୟାନ ଦେଇ ଦେଉଳାଳିକା ଉପରେ ନିର୍ଦ୍ଦେଶ  
 ଦେଉଳାଳିକା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ । ନିର୍ଦ୍ଦେଶ ଉପରେ ୨୫  
 ଦେଉଳାଳିକା ଧ୍ୟାନ ଦେଇ ନିର୍ଦ୍ଦେଶ ଦେଉଳାଳିକା । ଦେଉଳାଳିକା  
 ଦେଉଳାଳିକା ଉପରେ ପ୍ରକୃତ ନିର୍ଦ୍ଦେଶକୁ ଦେଉଳାଳିକା

ଦେଉଳାଳିକା ନିର୍ଦ୍ଦେଶ । ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ  
 ଏହା ଦେଉଳାଳିକା ନିର୍ଦ୍ଦେଶ ; ଏହାକୁ ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ  
 ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ।

ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ଏହା ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।  
 ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ଏହା ନିର୍ଦ୍ଦେଶ ନିର୍ଦ୍ଦେଶ ।





ଆଣ୍ଡିଆଁ ବାବୁ କୋଟିଗଡ଼ ଉତ୍ତମ ଶାସ୍ତ୍ରୀ ଦୁର୍ଗା । ଭୀମ  
ପୁସ୍ତକ ଆଣ୍ଡି ଭୁମି ଶାଣ୍ଡିଆଁ ବାବୁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀ ଶ୍ରୀ  
ଉପାଦେୟ ଦିବ୍ୟ ନାମାପ - । ସମସ୍ତ ଶାସ୍ତ୍ରୀଙ୍କ ସିନିଆରୀ  
ସାଧୁ ସିନିଆରୀଙ୍କ ଲୋକୀ ନାମାପ - । ଶାଣ୍ଡିଆଁଙ୍କ ସମ୍ପର୍କୀତ  
ସାଧୁଙ୍କ ଶାଣ୍ଡିଆଁଙ୍କ ଦ୍ୱାରା ଶ୍ରୀମତୀଙ୍କ ଦ୍ୱାରା ସମସ୍ତ ଶାସ୍ତ୍ରୀଙ୍କ  
ଦ୍ୱାରା ଦେଖାଯାଇ ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ  
ସାଧୁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ  
ଶାଣ୍ଡିଆଁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ  
ଶାଣ୍ଡିଆଁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ  
ଶାଣ୍ଡିଆଁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ  
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ଶାଣ୍ଡିଆଁଙ୍କ ଦ୍ୱାରା ସିନିଆରୀଙ୍କ ଦ୍ୱାରା ଦେଖାଯାଇ



ବିଜ୍ଞାନ ଉପରେ ଦିଅନ୍ତୁ ଆଲୋଚନା ଏବଂ ଯେ କେହି ଜାଣନ୍ତୁ  
 କାରଣ- ଆଦୃଶ୍ୟ ଟିଏ ଡିଭିଜନ୍‌ରେ ପଢ଼ା ଥିବା ଏହି ବିଜ୍ଞାନୀ  
 ସଫଳତା ହିଁ ଲୋକମାନଙ୍କ । ବିଜ୍ଞାନୀଙ୍କର ଆବିଷ୍କାର- ଡିଭିଜନ୍‌ରେ ପଢ଼ା  
 ଉପରେ ଅନୁଗତ ଅଟା-ସମ୍ପାଦକଙ୍କ ଦ୍ୱାରା ଯେଉଁ ଅନୁଗତରେ  
 ଅନୁଗତ ସମ୍ପାଦକଙ୍କ ଦ୍ୱାରା ଅନୁଗତ ହୋଇଥାନ୍ତି । ଏହି  
 ସମ୍ପାଦକଙ୍କ ଦ୍ୱାରା ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ ଯେଉଁ  
 ଟିଏ ଡିଭିଜନ୍‌ରେ ଆଲୋଚନା ହେଉଛି . ଯେଉଁଠି  
 ପଢ଼ା ଟିଏ । ଏହି ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ  
 ଯେଉଁଠି ପଢ଼ା ଅନୁଗତ ହୋଇ ଯେଉଁଠି ।  
 ଏହାଦ୍ୱାରା ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ, ଅନୁଗତ,  
 ଅନୁଗତ ଅନୁଗତରେ ପଢ଼ା । ଏହାଦ୍ୱାରା ବିଜ୍ଞାନୀଙ୍କର  
 ଏବଂ ଅନୁଗତ ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ ଯେଉଁ  
 ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ ଯେଉଁଠି ।  
 ଏହାଦ୍ୱାରା ବିଜ୍ଞାନୀଙ୍କର ଅନୁଗତ ହୋଇ ।



ପ୍ରକୃତରେ ଏହା ଏକ ସମାଜ ସେବା କର୍ମ ।

ଏହା ମାନବ ସମ୍ବଳର ଉପଯୋଗକୁ ସମର୍ଥନ ଦେଇଥାଏ ।

ଏହା ମାନବ ସମ୍ବଳର ଉପଯୋଗକୁ ସମର୍ଥନ ଦେଇଥାଏ ।

ଏହା ମାନବ ସମ୍ବଳର ଉପଯୋଗକୁ ସମର୍ଥନ ଦେଇଥାଏ ।



3. Objectives:

- ① ଧ୍ୟାନୀ ଲିଖନୀର ପ୍ରତି ଉପଯୋଗୀତା ଆଦିର ଅନୁଭବ  
ପ୍ରାପ୍ତ କର ।
- ② ଲିଖନୀ-ଧ୍ୟାନୀର ଲିଖନୀର ପ୍ରତି ଲିଖନୀର  
ଅନୁଭବ ପ୍ରାପ୍ତ କର ।

#### 4. Research Question :

1. ମିଟ୍ ହାତୁଣି ହାତୁଣି ଯୋଗ୍ୟତା ଲିଖନୀୟ ପ୍ରତି ଅନୁମୋଦିତ  
ଲିଖନୀୟ ଯେଉଁ ଲିଖନୀୟ ଲିଖନୀୟ ଲିଖନୀୟ ଲିଖନୀୟ ଲିଖନୀୟ ।

5. Review of related literature :

ନିମ୍ନଲିଖିତ ସମସ୍ତ ସମ୍ବନ୍ଧୀୟ ସାମଗ୍ରୀର ଉପରେ ଗବେଷଣା  
 ଏକ ବିଶେଷ ପଦ୍ଧତିରେ କରାଯାଇ ଏହା ଉପରେ ବିଶଦ  
 ବିଶ୍ଳେଷଣ କରାଯାଇଛି । ଏହା ଧ୍ୟାନ ଦେବାକୁ ମଧ୍ୟ  
 ଉପଯୋଗୀ ହେବ । ନିମ୍ନଲିଖିତ ସମସ୍ତ ସାମଗ୍ରୀର ଉପରେ  
 ନିମ୍ନଲିଖିତ ସମସ୍ତ ସମ୍ବନ୍ଧୀୟ ସାମଗ୍ରୀର ଉପରେ  
 ଗବେଷଣା କରାଯାଇଛି । ଏହା ଧ୍ୟାନ ଦେବାକୁ ମଧ୍ୟ  
 ଉପଯୋଗୀ ହେବ । ନିମ୍ନଲିଖିତ ସମସ୍ତ ସାମଗ୍ରୀର  
 ଉପରେ ଗବେଷଣା କରାଯାଇଛି । ଏହା ଧ୍ୟାନ ଦେବାକୁ  
 ମଧ୍ୟ ଉପଯୋଗୀ ହେବ । ନିମ୍ନଲିଖିତ ସମସ୍ତ  
 ସାମଗ୍ରୀର ଉପରେ ଗବେଷଣା କରାଯାଇଛି । ଏହା  
 ଧ୍ୟାନ ଦେବାକୁ ମଧ୍ୟ ଉପଯୋଗୀ ହେବ । ନିମ୍ନଲିଖିତ  
 ସମସ୍ତ ସାମଗ୍ରୀର ଉପରେ ଗବେଷଣା କରାଯାଇଛି ।

P.T.O



କେବଳ ଦାୟିତ୍ୱ ଭାବେ ନାହିଁ ବରଂ ଶିକ୍ଷାଦାନର ସମାଧାନ  
 ଥିବାର ସମସ୍ତଙ୍କୁ ସେହିଭାବେ ସେବା କରିବା ଆମେ ଆମେ ତେଣୁ  
 ପ୍ରକୃତରେ ହାତର ଏକ ସମାପ୍ତି ସମାପ୍ତି ଆମେ  
 ଅର୍ଥାତ୍ ହିଁସାଧୁ । ଅନ୍ତର୍ଗତ ଆଗ୍ରହର ସମାପ୍ତି  
 କାରଣ, ମାତ୍ରରେ 25 ଶତକ ଭାବେ ସୁପରିସିଦ୍ଧି  
 ତଥ୍ୟ ଆବିଷ୍କାରର ପ୍ରକାଶନ । ଅର୍ଥାତ୍ ଏହି ପ୍ରକାଶନ  
 ଏକ ସମାପ୍ତି ଭାବେ ନାହିଁ କାରଣ ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତି ଭାବେ ନାହିଁ କାରଣ ସମାପ୍ତିର ସମାପ୍ତି

ଅର୍ଥାତ୍ ସମାପ୍ତିର ଏକ ଏକ ସମାପ୍ତିର ସମାପ୍ତି,

ଅନ୍ତର୍ଗତ ଆଗ୍ରହର ସମାପ୍ତି ଏକ ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତି ଏକ ସମାପ୍ତିର ସମାପ୍ତି

- 1) କର୍ମକଳାକାର (2004) ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି  
 ଏକ ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତିର ସମାପ୍ତି

Cont.

ମାତୃତା ସମ୍ବନ୍ଧୀୟ ନିୟମାବଳୀ ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି  
କାର୍ଯ୍ୟକ୍ରମ ସିଦ୍ଧାନ୍ତ ସମ୍ପର୍କରେ ଉପରୋକ୍ତ ବାକି  
ନିୟମାବଳୀ ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି (2004) ରି.  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
(ରି. ନଂ 2004) ।

ଅନୁଯାୟୀ, ନିୟମାବଳୀ ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
(ରି. ନଂ 2002) ।

ଅନୁଯାୟୀ, ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
ନିୟମାବଳୀ ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ ।

2) ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ  
ଅନୁଯାୟୀ ଉପରୋକ୍ତ ବାକି ନିୟମାବଳୀ ଅନୁଯାୟୀ ।



ଦେଶର ଲିଖିତ ନିୟମାବଳୀ : ଏହା ଦେଖି - 1970 ଚଳଣି ଏବଂ  
 1991 ଚଳଣି ଆନ୍ତର୍ଦ୍ଦେଶୀୟ ନିୟମାବଳୀ " । ଏହା ଦେଖି - 1970  
 ଏବଂ 1991 ଚଳଣି ଜାତୀୟ ଆନ୍ତର୍ଦ୍ଦେଶୀୟ ଆନ୍ତର୍ଦ୍ଦେଶୀୟ ନିୟମାବଳୀ  
 ଏହା ଚଳଣିର ଉଚ୍ଚତମ ନୀତି ଏବଂ ନିୟମାବଳୀ, ନିୟମାବଳୀ ଏବଂ  
 ନିୟମ (1981) ଏବଂ ନିୟମାବଳୀ ନିୟମାବଳୀ, ନିୟମାବଳୀ  
 - ନିୟମ, ଏବଂ ନିୟମ (1989) । ଏହି ନିୟମାବଳୀରେ ନିୟମ  
 ନିୟମାବଳୀ ନିୟମାବଳୀ ଦେଖି ନିୟମାବଳୀ ନିୟମାବଳୀ ଏବଂ  
 ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ (ଦେଖି)  
 ନିୟମାବଳୀ ଏବଂ ନିୟମାବଳୀ ନିୟମାବଳୀ ।

3) ଓଡ଼ିଶା ଓ ଓଡ଼ିଶା - ଓଡ଼ିଶା (2007) " ଦେଖି ନିୟମାବଳୀ  
 ନିୟମାବଳୀ " ଓ ଓଡ଼ିଶା ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ  
 ନିୟମାବଳୀ । ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ  
 ନିୟମାବଳୀ ଏବଂ ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ  
 ନିୟମାବଳୀ ଏବଂ ନିୟମାବଳୀ (ACASA) ନିୟମାବଳୀ ନିୟମାବଳୀ  
 ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ ଏବଂ  
 ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ ନିୟମାବଳୀ









## 6. Methodology

ମାତ୍ରେଣୀ ମାଧ୍ୟମିତ୍ରେ ମାତ୍ରେଣୀ ଯନ୍ତ୍ରଣା ଆଂଶୁକିତ ପ୍ରକାଶିତ  
 ବାପୁ ଜଣେ ଆଧୁନିକ ମଧ୍ୟ । ମିଳିତ ପ୍ରକାଶିତ ମାତ୍ରେଣୀ ଚିନ୍ତା  
 ମାଧ୍ୟମିତ୍ରେ ବ୍ୟବହାର କରା ଯାଏ - ଯାହା ମାଧ୍ୟମିତ୍ରେ ଆଧୁନିକ ମାତ୍ରେଣୀ  
 ମିଳିତ, ବାପୁ ଆଂଶୁକି, ଯାହା ବାପୁ ମିଳିତ ଆଧୁନିକ ଯନ୍ତ୍ରଣା  
 ବାପୁ ମିଳିତ କରା ଯାଏ । ମାତ୍ରେଣୀ ମାଧ୍ୟମିତ୍ରେ - ଯାହା ବାପୁ  
 ମିଳିତ: ମାତ୍ରେଣୀ ଆଧୁନିକ ମିଳିତ କରା ଯାଏ, ମାତ୍ରେଣୀ ଆଧୁନିକ  
 ଯନ୍ତ୍ରଣା ଆଧୁନିକ ଯାଏ ଯାଏ, ଯାହା ଆଧୁନିକ  
 ଆଧୁନିକ ମିଳିତ ଯାଏ ଯାଏ, ଯାହା ଆଧୁନିକ ଯାଏ  
 ଯାଏ ଯାହା ମିଳିତ ମାଧ୍ୟମିତ୍ରେ ଯାଏ ଯାଏ, ଯାହା  
 ମିଳିତ କରା ଯାଏ ଯାହା ମିଳିତ - ଯାହା ବ୍ୟବହାର କରା ଯାଏ  
 ଯାହା ଆଧୁନିକ ମାତ୍ରେଣୀ ଆଧୁନିକ ବା ଆଧୁନିକ ମାତ୍ରେଣୀ  
 ମାଧ୍ୟମିତ୍ରେ କରା ଯାଏ ଯାହା ଯାହା ଯାହା ଯାହା ଯାହା  
 ଯାହା ଯାହା ମିଳିତ ଯାଏ ।

ଯାହା ଯାହା, ମାତ୍ରେଣୀ ଯାହା ମାତ୍ରେଣୀ ଯାହା  
 ଯାହା ଯାହା ଯାହା ଯାହା ମାତ୍ରେଣୀ ମାଧ୍ୟମିତ୍ରେ  
 ବ୍ୟବହାର କରା ଯାଏ । ଯାହା ଯାହା ଯାହା ଯାହା



ଆଉ ମାତ୍ରେଣୀର କାମ ଆଗସାଧଣା- , ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିମ୍-  
 ଭାବିତା ଓ ପ୍ରାକୃତ ବ୍ୟୁତ । ମାତ୍ରେଣୀର ସାଧୁ ଦୃଢ଼ ଲାଜ୍ଜାତିମା-  
 ପ୍ରାକୃତ କାର୍ଯ୍ୟ ସାଧୁ ମାତ୍ରେଣୀର ସାଧୁଗୋଷ୍ଠୀ ପ୍ରାକୃତଗଣା  
 ମୋ କାର୍ଯ୍ୟ କର । ଓଦୁମାରି , ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିମ୍ ମାତ୍ରେଣୀ  
 ଓଦୁମାରି ମାରିତ୍ତ୍ୱ ଓଦୁମାରିର ମୋର ଓଦୁମାରି ଆଉ କାମି-  
 ହେଲେ ମାରିତ୍ତ୍ୱ ଦିମ୍ବେ । ଦୂର୍ଗତ୍ତ୍ୱର କାମିତ୍ତ୍ୱ , ମାତ୍ରେଣୀ  
 ଆଉ ମାତ୍ରେଣୀର ବିଷୟର କାମିତ୍ତ୍ୱ ମାତ୍ରେଣୀ କାମିତ୍ତ୍ୱ ମାତ୍ରେଣୀ  
 ଓ ମାତ୍ରେଣୀର ହିତାତ୍ତ୍ୱ ଆଉ ପ୍ରାକୃତ କାର୍ଯ୍ୟ ଲାଜ୍ଜାତି ହେବ ,  
 କିନ୍ତୁ ମୋ ହିତାତ୍ତ୍ୱର ଲାଜ୍ଜାତି ମାରିତ୍ତ୍ୱ କାର୍ଯ୍ୟ ହିତାତ୍ତ୍ୱ ପ୍ରାକୃତ  
 କାର୍ଯ୍ୟର ହିତାତ୍ତ୍ୱ ।

ବିଷୟଗୋଷ୍ଠୀ ସାଧୁଗଣ କାର୍ଯ୍ୟ ଆଉ ମାତ୍ରେଣୀ କାର୍ଯ୍ୟର ମାତ୍ରେଣୀ  
 ଆଉ କାର୍ଯ୍ୟ , ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିମ୍- ମାତ୍ରେଣୀର କାର୍ଯ୍ୟର ମାତ୍ରେଣୀ  
 କାର୍ଯ୍ୟର କାର୍ଯ୍ୟ । କାର୍ଯ୍ୟର ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିମାତ୍ରେଣୀର କାର୍ଯ୍ୟର  
 ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିର କାର୍ଯ୍ୟର ଓଦୁମାରି ଆଉ କାର୍ଯ୍ୟର । ଓଦୁମାରି,  
 ମାତ୍ରେଣୀ ଲାଜ୍ଜାତିର କାର୍ଯ୍ୟର , କାର୍ଯ୍ୟର ଲାଜ୍ଜାତିମାତ୍ରେଣୀର କାର୍ଯ୍ୟର  
 ମାତ୍ରେଣୀର ହିତାତ୍ତ୍ୱ- ମାରିତ୍ତ୍ୱର କାର୍ଯ୍ୟର ଓଦୁମାରି ମାତ୍ରେଣୀର  
 କାର୍ଯ୍ୟର ପ୍ରାକୃତ କାର୍ଯ୍ୟ ମାତ୍ରେଣୀ ମାରିତ୍ତ୍ୱର କାର୍ଯ୍ୟର , କାର୍ଯ୍ୟର ମାରିତ୍ତ୍ୱ

ଆନ୍ତରାଳ ଦୃଷ୍ଟିକୋଣ, ଆକାଶରେ ବା ପ୍ରାୟତଃ ଉପରରେ  
 ଅବିଭାଜିତ ବସ୍ତୁ ବା ବିଭାଜନୀୟ ଉପରେ ଆବିର୍ଭାବ କରନ୍ତୁ  
 ଏହି ନିୟମର ଦ୍ଵାରା ବର୍ଣ୍ଣନା କରାଯାଏ ଏବଂ ଏହା ଉପରେ  
 ନିମ୍ନଲିଖିତ ଆଧାର କରାଯାଏ ।

## 6.1. Method of the Study:

ଅଧ୍ୟୟନରେ ବାବଦ ଉନ୍ନତ ଅଂଶର ଲିଖନ

• Descriptive Survey Method ବ୍ୟବହାର କରା ଯିବ ।

Descriptive Method ବା ପର୍ଯ୍ୟବେକ୍ଷଣ ମାଧ୍ୟମରେ ଯିଏ କି କେବଳ ମାଧ୍ୟମରେ କି ଅଧ୍ୟୟନ କରା ଯାଏ ସମସ୍ୟା, ପରିସ୍ଥିତି ବା ପରିସରଣ ବର୍ଣ୍ଣନା କରେ । ଯିଏ ଯିଏ, କେଉଁଠି, କେଉଁଠି ଆଦି କି ପ୍ରଶ୍ନ କରେ । ଯିଏ ମାଧ୍ୟମରେ ଅଧ୍ୟୟନ କରା ଯାଏ, ଯିଏ କି ଟିକି ମାଧ୍ୟମରେ ଉପରେ ଉପରେ ଦିଆଯାଏ । ଯିଏ କି ଅଧ୍ୟୟନ କରା ଯିଏ ମାଧ୍ୟମରେ ଅଧ୍ୟୟନ କରା ଯାଏ ପ୍ରଥମେ ଯିଏ ଆଉ କେଉଁଠି ଅଧ୍ୟୟନ କରା ଯାଏ ଆଉ କି ଅଧ୍ୟୟନ କରା ଯାଏ କେଉଁଠି ଉପରେ ।



62 Population :

ମାଲଦୀବ ଦାମ୍ଭାୟୀ ହିସାବ କାରିଗରୀର ବ୍ୟକ୍ତି-  
 ବସ୍ତୁର ଏକ ବୃଦ୍ଧ ଆଂଶୁକ ମି-ହିସାବୀକର ପ୍ରକାର କୁଳ୍ୟ-  
 କେନ୍ଦ୍ରୀୟ । ଦାମ୍ଭାୟୀର ହିସାବ ଦାବୀ ମାଲଦୀବ ୧୯୭୫-  
 ୧୯୯୯, ଦାମ୍ଭାୟୀର ବୃଦ୍ଧ ଆଗର ଦାବୀ, ମାଲଦୀବର  
 ଶାନ୍ତ-ଦାମ୍ଭାୟୀର ପ୍ରତିକାର ବ୍ୟକ୍ତିକ ମାଲଦୀବ ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ହିସାବ ବ୍ୟକ୍ତିକ ମାଲଦୀବ ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ହିସାବ ବ୍ୟକ୍ତିକ ମାଲଦୀବ ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ହିସାବ ବ୍ୟକ୍ତିକ ମାଲଦୀବ ଦାମ୍ଭାୟୀର

ଦାମ୍ଭାୟୀର ପ୍ରକାରୀକର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର

ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର  
 ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର ଦାମ୍ଭାୟୀର

cont.

20 ବର୍ଷ କାହିଁକି) ଅଧିକାଂଶ ବାଦୀ ବାଦୀଙ୍କୁ ସିଧା  
- ଉପରୁ ଯାହାକି ସମସ୍ତ ଦଳୀୟ ଚାର୍ଯ୍ୟ ସମ୍ପର୍କ  
କରା ଥିବ ।

### 6.3. Sample :

ଏକ ନମୁନାକ ଲାଭ ଲାଭ ବିଭାଗ - ଅନୁସନ୍ଧାନ.

କଥା ହେଉ - ।

ଏକ ନମୁନାକ - ଲାଭ ବିଭାଗ - ଅନୁସନ୍ଧାନ -  
 ବ୍ୟବହାର କରିବା ହେଉ ଲାଭ ବିଭାଗ - ଅନୁସନ୍ଧାନ -  
 ବା ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - । ଏହି ବିଭାଗର ଲାଭ ବିଭାଗ -  
 ବିଭିନ୍ନ sampling ଏକକ ବା ଅନୁସନ୍ଧାନ ଦୁଇ ଭାଗରେ ହେଉ ।  
 ନମୁନା ଏକ ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -  
 ଅନୁସନ୍ଧାନ । ଏହି ବିଭାଗ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -  
 ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -  
 ଅନୁସନ୍ଧାନ । ଏହାଛଡ଼ା ନମୁନାକ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -  
 ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -  
 ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -

ନମୁନାକର ଲାଭ ବିଭାଗ - ଅନୁସନ୍ଧାନ - ଅନୁସନ୍ଧାନ -

- 1) Probability Sampling.
  - i) simple random sampling.
  - ii) cluster sampling.



ii) Systematic Sampling.

w) Stratified random sampling.

2. Non Probability Sampling.

i) Convenience Sampling.

ii) Judgemental / Purposive Sampling.

iii) Snowball Sampling.

w) Quota Sampling.

ଅନୁପ୍ରାପ୍ତିର ବାବଦ କ୍ଷତ୍ରଭୂମି ସାମ୍ପ୍ରଦାୟ ନମୁନା

ଅନୁପ୍ରାପ୍ତିର ପ୍ରକାର ସମାପ୍ତ ହୁଏ ।

କ୍ଷତ୍ରଭୂମି ସାମ୍ପ୍ରଦାୟ ନମୁନା ହୁଏ କାରଣ ଏ ବିଶିଷ୍ଟ

ସମ୍ପ୍ରଦାୟ-ବା ନିର୍ଦ୍ଧାରଣ କାରଣ ସମ୍ପ୍ରଦାୟ-ସଂସ୍କୃତି

ସମ୍ପ୍ରଦାୟର ସଂସ୍କୃତି-ନିର୍ଦ୍ଧାରଣ-ନିର୍ଦ୍ଧାରଣ ପ୍ରକାର

ନିର୍ଦ୍ଧାରଣ କାରଣ ଏକ ନିର୍ଦ୍ଧାରଣ ଏହି ନିର୍ଦ୍ଧାରଣ, ସଂସ୍କୃତି

ସଂସ୍କୃତି ନମୁନା ନିର୍ଦ୍ଧାରଣ ନିର୍ଦ୍ଧାରଣ ବାବଦ

ସମ୍ପ୍ରଦାୟର ପ୍ରତିନିଧିତ୍ୱ କରୁ । ସଂସ୍କୃତି

ନିର୍ଦ୍ଧାରଣ ନିର୍ଦ୍ଧାରଣ-ନିର୍ଦ୍ଧାରଣ ନିର୍ଦ୍ଧାରଣ

ବିଶେଷତା କାର୍ଯ୍ୟ-କ୍ଷେତ୍ର ଏବଂ ନିର୍ଦ୍ଦେଶ-ଦିଶାମୁଖୀକରଣ  
 ପ୍ରତିଷ୍ଠାପନ ବାର୍ଷିକ ପଦକ୍ଷେପ ଶୁଭକାରୀ କାର୍ଯ୍ୟ ପାଇଁ ।  
 ଏହି କାର୍ଯ୍ୟ ଲୋକ ବା ସମ୍ପ୍ରଦାୟର କର୍ମ, ଆଉ ଏହା  
 ଲୋକ ସାମାଜ୍ୟ ଅଭିବୃଦ୍ଧି ପାଇଁ ଏହି ସମ୍ପ୍ରଦାୟର ଲୋକ  
 ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ପ୍ରସ୍ତୁତ କରିବା ପାଇଁ ।

ସର୍ବମୁଖ୍ୟ ଅଭିବୃଦ୍ଧି ପାଇଁ ଏହି କାର୍ଯ୍ୟ  
 କ୍ଷେତ୍ର ଏହି ସାମାଜିକ-ଅର୍ଥ-ଆର୍ଥିକ କ୍ଷେତ୍ରମାନଙ୍କ  
 ବିକାଶ ପାଇଁ ଆବଶ୍ୟକ ଏବଂ ଅନୁକୂଳ ଲାଭ (ଏହା  
 ପାଇଁ) ଅର୍ଥ-ଆର୍ଥିକ ସାମାଜିକ ସାମାଜ୍ୟର ଲୋକ ସମ୍ପୂର୍ଣ୍ଣ  
 ସର୍ବମୁଖ୍ୟ ଅଭିବୃଦ୍ଧି ପାଇଁ 40 ବର୍ଷ ଅଭିବୃଦ୍ଧି (20  
 ବର୍ଷ ଶୁଭକାରୀ ଆଉ 20 ବର୍ଷ ଅଭିବୃଦ୍ଧି) ଅଭିବୃଦ୍ଧି  
 ପାଇଁ ସମ୍ପୂର୍ଣ୍ଣ ବିକାଶ ପ୍ରକ୍ରିୟା ଅନୁକୂଳ ସମ୍ପୂର୍ଣ୍ଣ  
 ଲୋକମାନଙ୍କ ଦ୍ୱାରା ଅଭିବୃଦ୍ଧି ଲାଭ ପାଇଁ ।

64. Tools :

ଅର୍ଥୁଲି ଚିତ୍ର ପ୍ରଦାନ କଲ୍ୟାଣ, ସ୍ୱ-କଲ୍ୟାଣ  
 ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣରେ ପାଠ୍ୟ ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ  
 ବ୍ୟବହାର କରା ଯାଏ । ଅର୍ଥୁଲି (ପାଠ୍ୟ କଲ୍ୟାଣ  
 କଲ୍ୟାଣରେ ଯି ଯିବାର ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ  
 ସାମଗ୍ରୀ-ସାମଗ୍ରୀ ଓ ଲାଗିବ । ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ  
 ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ ଯିବାର, ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ  
 ପାଠ୍ୟ କଲ୍ୟାଣ ପ୍ର-କାର ଯିବାର କଲ୍ୟାଣ ଯିବାର  
 ଅର୍ଥୁଲି ବ୍ୟବହାର କରା ଯାଏ ।

ଅନ୍ୟାନ୍ୟ

ଓ ଚିତ୍ର ଏକ ପ୍ରକାର ଚିତ୍ର ଦେଖାଇ ପାଠ୍ୟ ଏକ  
 ଯିବାର ଅର୍ଥୁଲି, ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ, ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ  
 ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ ପାଠ୍ୟ ଯିବାର ଓ ଅନ୍ୟାନ୍ୟ କଲ୍ୟାଣ

ପାଠ୍ୟ ଅର୍ଥୁଲିର ଉତ୍ତର :

ପାଠ୍ୟ ଅର୍ଥୁଲିର ଉତ୍ତର ଚିତ୍ର ଓ ଅନ୍ୟାନ୍ୟ  
 ଚିତ୍ର ବ୍ୟବହାର ଅର୍ଥୁଲିର ଉତ୍ତର —

com.



যদি বিজ্ঞান আৰু ব্যাখ্যাৰ বাবে পৰিষ্কাৰযোগ্য আৰু  
পৰ্যবেক্ষণৰ দ্বাৰা নিশ্চিত হৈছিল।

পদ্ধতি আৰু তথ্য সংগ্ৰহ কৰাৰ পদ্ধতি বুজাব,  
এটা সফল হৈছে পদ্ধতিৰ বাবে ব্যৱহৃত সফল।

- (i) Observation Method.
- (ii) Interview Method.
- (iii) Questionnaire.
- (iv) Physiological Measurement.

অধ্যয়নৰ বিষয়বস্তুৰ ভিত্তি অনুসৰি তথ্য  
সংগ্ৰহৰ বাবে প্ৰত্যেক পদ্ধতি প্ৰয়োগ কৰি প্ৰাথমিক  
তথ্য সংগ্ৰহ কৰা হৈছে আৰু পোন তথ্য সংগ্ৰহ  
হৈছে, যদিও অধ্যয়নৰ ক্ষেত্ৰত পৰা সংগ্ৰহ  
কৰা হৈছে।

প্ৰত্যেক পদ্ধতিৰেই প্ৰতিটি প্ৰশ্নৰ বাবে প্ৰতিটি  
এটা সফলতা অৰ্জন কৰা হৈছে আৰু প্ৰতিটি  
প্ৰশ্নৰ বাবে প্ৰতিটি প্ৰশ্নৰ বাবে প্ৰতিটি

ଦର୍ଶନ- ସ୍ୱପ୍ନାବିଦ୍ୟା ବା ସ୍ୱ-ପ୍ରାପ୍ତ ଲକ୍ଷ୍ୟ । ଦର୍ଶନର  
 ଉଚ୍ଚ ଶକ୍ତି-କାର୍ଯ୍ୟକାରୀ ଲକ୍ଷ୍ୟରେ ପ୍ରାପ୍ତ ହେବା ପ୍ରକାର-  
 ଲକ୍ଷ୍ୟ । ଅର୍ଥାତ୍ ଅର୍ଥାତ୍ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ  
 ପ୍ରକାର ଲକ୍ଷ୍ୟ ।

ଦର୍ଶନ ଅର୍ଥାତ୍ ଲକ୍ଷ୍ୟ ଅର୍ଥାତ୍ ଲକ୍ଷ୍ୟ  
 ସ୍ୱ-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତ ହେବା ପ୍ରକାର ।

Area of the study :

ଅଧ୍ୟୟନର ବିଷୟବସ୍ତୁ 31 ଟଙ୍କ ଶୁଦ୍ଧ ଜମାଦାରମାନଙ୍କର  
ଲକ୍ଷଣିକ ବାଳାଂଶୁକୀ ସମ୍ପତ୍ତି ସମ୍ପର୍କରେ ଲିଖନୀ ଏବଂ  
ଅନୁସନ୍ଧାନ କାର୍ଯ୍ୟକ୍ରମ ଆରମ୍ଭ ହୋଇଛି । ଏହି  
ଅନୁସନ୍ଧାନ କାର୍ଯ୍ୟକ୍ରମର ଉଦ୍ଦେଶ୍ୟ ହେଉଛି ଲୋକମାନଙ୍କର

① ଅବସ୍ଥିତି :- ଅନୁସନ୍ଧାନ କାର୍ଯ୍ୟକ୍ରମର  
31 ଟଙ୍କ ଶୁଦ୍ଧ ଜମାଦାରମାନଙ୍କର ଲକ୍ଷଣିକ ଅନୁସନ୍ଧାନ ବାଳାଂଶୁକୀ  
ସମ୍ପତ୍ତି ବିଷୟରେ ଲୋକମାନଙ୍କର ଜାଣିପାଆନ୍ତୁ । ଜମାଦାରମାନଙ୍କର  
ଠିକଣା ଏବଂ ଏହା 29 ଟଙ୍କ ଶୁଦ୍ଧ ବାଳାଂଶୁକୀ  
ସମ୍ପତ୍ତିର ଅବସ୍ଥିତି - ।

② କାର୍ଯ୍ୟକ୍ରମ :- 31 ଟଙ୍କ ଶୁଦ୍ଧ ଜମାଦାରମାନଙ୍କର ଲକ୍ଷଣିକ  
ବାଳାଂଶୁକୀ ସମ୍ପତ୍ତିର କାର୍ଯ୍ୟକ୍ରମ ହେଲା, ଶୁଦ୍ଧ ଜମା  
ବନ୍ଧନ, ଲକ୍ଷଣିକ ସମ୍ପତ୍ତିର ଲକ୍ଷଣିକ, ଲକ୍ଷଣିକର ଲକ୍ଷଣିକ,  
- ଲକ୍ଷଣିକର ଲକ୍ଷଣିକ ଏବଂ ଲକ୍ଷଣିକର ଲକ୍ଷଣିକ  
ବିଷୟ ।



କାଟିଲିନି :

ଅଧ୍ୟୟନ ପାଇଁ ବିଷୟମାନଙ୍କ ଉପରେ ପୁସ୍ତକ ସମାବେଶନା  
- ଆକାଶିକ ଅନୁଗତ ସାମଗ୍ରୀମାନଙ୍କ ମାଡ଼ିଓ କାଟିଲିନି ମୂଲ୍ୟ  
329.37 ଟଙ୍କା (813.89 ଟଙ୍କା) ।

ଅନୁଦାନ - ପ୍ରତିଦାନ :

ସାମଗ୍ରୀମାନଙ୍କ ମାଡ଼ିଓ ବସ୍ତୁ ଶୁଦ୍ଧ  
ନିଆନୁଦାନ ଅଟେ । ନିଆନୁଦାନ ସମ୍ପର୍କ ସ୍ୱାଧୀନତା ସୁନି  
ତ କରାଯାଇଛି । ସାମଗ୍ରୀମାନଙ୍କ ମାଡ଼ିଓ ପ୍ରାଥମିକ ବିଦ୍ୟାଳୟ,  
ଦ୍ୱିତୀୟାଧିକ ବିଦ୍ୟାଳୟ, ଛୋଟାଲି କର୍ତ୍ତୃତ୍ୱ ଶିକ୍ଷା ବିଦ୍ୟାଳୟ,  
ଲମ୍ବୁ - ପୁସ୍ତକ - ସମାବେଶନା କାର୍ଯ୍ୟକ୍ରମ ବିଦ୍ୟାଳୟ ଏବଂ  
ଅନ୍ୟ । ସାମଗ୍ରୀମାନଙ୍କ ମାଡ଼ିଓ ନିଆନୁଦାନ କରାଯାଇ ନାହିଁ  
ବର୍ତ୍ତମାନ ଅନୁଦାନ ଅଟେ ।

## Data Analysis And Interpretation :

Objective No-1 : ହୋତାଲୀ ନିକ୍ଷାଣ ପ୍ରତି ଅଭିଳାଷଣ  
ଅନୋତାର ପ୍ରାୟ-କମ ।

Table No - 1 ହୋତାଲୀ ନିକ୍ଷାଣ ପ୍ରତି ଅଭିଳାଷଣ  
ଅନୋତାର ପ୍ରାୟ-କମ ।

Category	Range of raw scores	Attitude of Parents	Percentage
High	8-20	32	80%
Average	4-7	4	10%
Low	0-3	4	10%

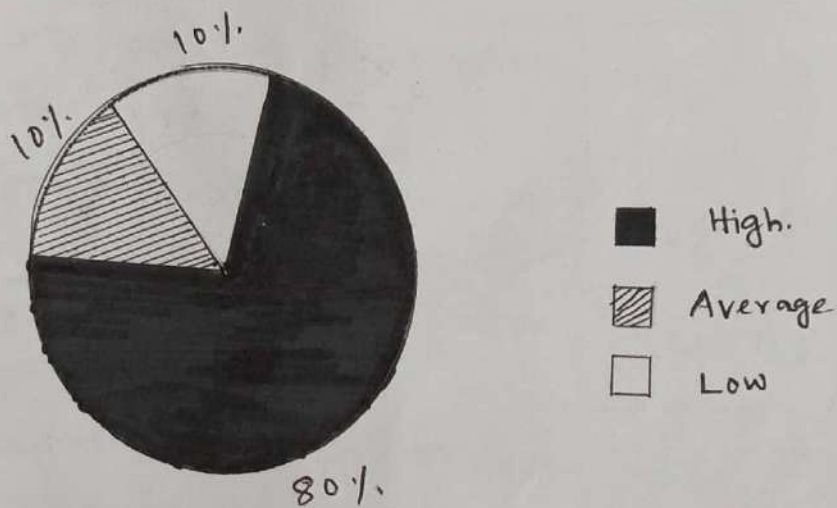
ଉପାହାସ ଉପଲକ୍ଷ୍ୟ ନଂ ୧ ନୀତା ଦେଖା ଯାଏ  
ଯେ, 80% ହିତଦାତା ହୋତାଲୀ ନିକ୍ଷାଣ ପ୍ରତି-  
ହିତ କ୍ରମ ଅନୋତାର ଆକାଶ କେବଳ 10% ହିତଦାତା  
ନୀତ କ୍ରମ ଉପ ଉପ 10% ହିତଦାତା ନିକ୍ଷା ଅନୋତାର  
ନୀତ ଦେଖା ଯାଏ । ଯେହେତୁ ଦେଖା ଯାଏ ଯେ  
ହୋତାଲୀ ନିକ୍ଷାଣ ପ୍ରତି ନିକ୍ଷା ନିକ୍ଷା ଅନୋତାର ହିତ ।  
ନିକ୍ଷା, ହୋତାଲୀ ନିକ୍ଷାଣ ଉପଲକ୍ଷ୍ୟ ନିକ୍ଷା-ଉପଲକ୍ଷ୍ୟ

ଲିଖନୀୟ ପ୍ରତି ଐତିହାସିକ ଜ୍ଞାନୋଦୟ ଚଳାଏ ଯାହା  
କିମ୍ବା କାହାଣୀର ଦୃଷ୍ଟି ଅନୁସାରେ ଲିଖନୀୟ କରାଯାଏ ।



চিত্র - ১ : ছোৱালী লিঙ্গৰ প্ৰতি পিতৃ-মাতৃৰ  
অনুভৱৰ প্ৰতিপত্তিৰ স্তৰ ।

ছোৱালী লিঙ্গৰ প্ৰতি অধিকৃত অনুভৱ ।



Objective - 2: ମିତ୍ରତା ଆନ୍ଦୋଳନ ମିତ୍ରତା ପ୍ରତି ମିତ୍ର-  
ଆହୁର ଅନୁଭବର ସ୍ତରଣ କର ।

Table NO - 2: ଧୂଳି ଓ ଶୁଦ୍ଧତା ଆଦି ଯୋଗ୍ୟ  
ମିତ୍ରତା ପ୍ରତି ମିତ୍ର ଆହୁର ଅନୁଭବ ।

SL.NO	Statements	Male (N=20)	
		yes	NO
1.	ଅଧିକାଂଶ ଲୋକେ ମିତ୍ରତା କାହିଁକି ଲାଭ ଦୁଇ ଅନୁଭବ କରନ୍ତି?	40.1.	10.1.
2.	ଆଲୋଚନାରେ ଯୋଗ୍ୟ ଯୋଗ୍ୟ କାହିଁକି ମିତ୍ରତା କାହିଁକି ଲାଭ କରନ୍ତି?	10.1.	40.1.
3.	ଅଧିକାଂଶ ମିତ୍ରତା ଆଦି ଅନୁଭବ କରନ୍ତି କି କିଛି ଅନୁଭବ କରନ୍ତି କି ନାହିଁ?	40.1.	10.1.
4.	ମିତ୍ରତା କେବଳ ଅନୁଭବ କରନ୍ତି କି ଯୋଗ୍ୟ ଆଦି କି ନାହିଁ?	7.5.1.	42.5.1.
5.	ଅନୁଭବ କରନ୍ତି କି ଯୋଗ୍ୟ କି ନାହିଁ ମିତ୍ରତା କାହିଁକି ଲାଭ କରନ୍ତି?	40.1.	10.1.
6.	ଅନୁଭବ କରନ୍ତି କି ଯୋଗ୍ୟ କି ନାହିଁ କିଛି ଅନୁଭବ କରନ୍ତି କି ନାହିଁ?	40.1.	10.1.
7.	ଆଲୋଚନା ଯୋଗ୍ୟ କି ନାହିଁ କି ଅନୁଭବ କରନ୍ତି କି ନାହିଁ?	47.5.1.	2.5.1.
8.	କିଛି ମିତ୍ରତା ମିତ୍ରତା କି ନାହିଁ କି କିଛି ଅନୁଭବ କରନ୍ତି କି ନାହିଁ?	37.5.1.	12.5.1.
9.	ଅନୁଭବ କରନ୍ତି କି ଯୋଗ୍ୟ କି ନାହିଁ କିଛି ଅନୁଭବ କରନ୍ତି କି ନାହିଁ?	37.5.1.	12.5.
10.	ଆଲୋଚନାରେ ଯୋଗ୍ୟ କି ନାହିଁ ମିତ୍ରତା କାହିଁକି ଲାଭ କରନ୍ତି?	45.1.	5.1.



ତାଲିକା ନଃ 2 ଯେ ନୀତୀ ଦେଖା ଯାଏ, ସର୍ବାଧିକ  
 ନୀତୀର ମୁଦ୍ୟା ଚିତ୍ରଣରେ ଅନୁସୂଚିତ ଅନୁସୂଚିତ ବିଭାଗ  
 ଚିତ୍ରଣରେ ଅନୁସୂଚିତ ନିମ୍ନ-ମୁଦ୍ୟା-ର ଦୋରାଣୀ  
 ନିମ୍ନର ପ୍ରତି ନିମ୍ନ-ମୁଦ୍ୟା ଅନୁସୂଚିତ ଚିତ୍ରଣର ଆର  
 ଅନୁସୂଚିତ । କିନ୍ତୁ ବିଭାଗ-2 ଯେ ଅନୁସୂଚିତ 10%  
 ଚିତ୍ରଣରେ ନିମ୍ନ-ମୁଦ୍ୟା ଅନୁସୂଚିତ ନିମ୍ନର ଅନୁସୂଚିତ  
 ନିମ୍ନର, ଆନୁସୂଚିତ, 40% ଚିତ୍ରଣରେ ନିମ୍ନର ଅନୁସୂଚିତ ।  
 ଆନୁସୂଚିତ, ବିଭାଗ - ୩ ଯେ ନୀତୀ, 37.5% ଚିତ୍ରଣରେ  
 ଚିତ୍ରଣରେ ଦୋରାଣୀର ଚିତ୍ରଣ ନିମ୍ନର ଅନୁସୂଚିତ  
 ଅନୁସୂଚିତ କିନ୍ତୁ 12.5% ଦୋରାଣୀର ବିଭାଗରେ ନିମ୍ନର  
 ଅନୁସୂଚିତ ।

ଦୋରାଣୀର ଅନୁସୂଚିତ ନୀତୀ ଦେଖା  
 ଯାଏ, ମୁଦ୍ୟା ଚିତ୍ରଣରେ ଅନୁସୂଚିତ ଦୋରାଣୀର ନିମ୍ନର  
 ପ୍ରତି ନିମ୍ନ-ମୁଦ୍ୟା ଅନୁସୂଚିତ ଚିତ୍ରଣରେ ଅନୁସୂଚିତ  
 ଚିତ୍ରଣରେ ଦୋରାଣୀର ଚିତ୍ରଣ ନିମ୍ନର ଅନୁସୂଚିତ  
 ଅନୁସୂଚିତ କିନ୍ତୁ ଅନୁସୂଚିତ ଦୋରାଣୀର ଚିତ୍ରଣ ନିମ୍ନର ଅନୁସୂଚିତ  
 ଅନୁସୂଚିତ ନିମ୍ନର ଅନୁସୂଚିତ ନିମ୍ନର ଅନୁସୂଚିତ ନିମ୍ନର ଅନୁସୂଚିତ  
 ନିମ୍ନର । କିନ୍ତୁ ମୁଦ୍ୟା ନିମ୍ନର ଅନୁସୂଚିତ ଅନୁସୂଚିତ ଅନୁସୂଚିତ ।



Table-2: ସୂଚକ ବିକଳତା ଆଉ ଅସାମାଜିକ ମିଶ୍ରଣ  
 ଓଡ଼ି-ମିଶ୍ର-ଆଡ଼ି ଅନୁସାରେ ପରିମିତି ।

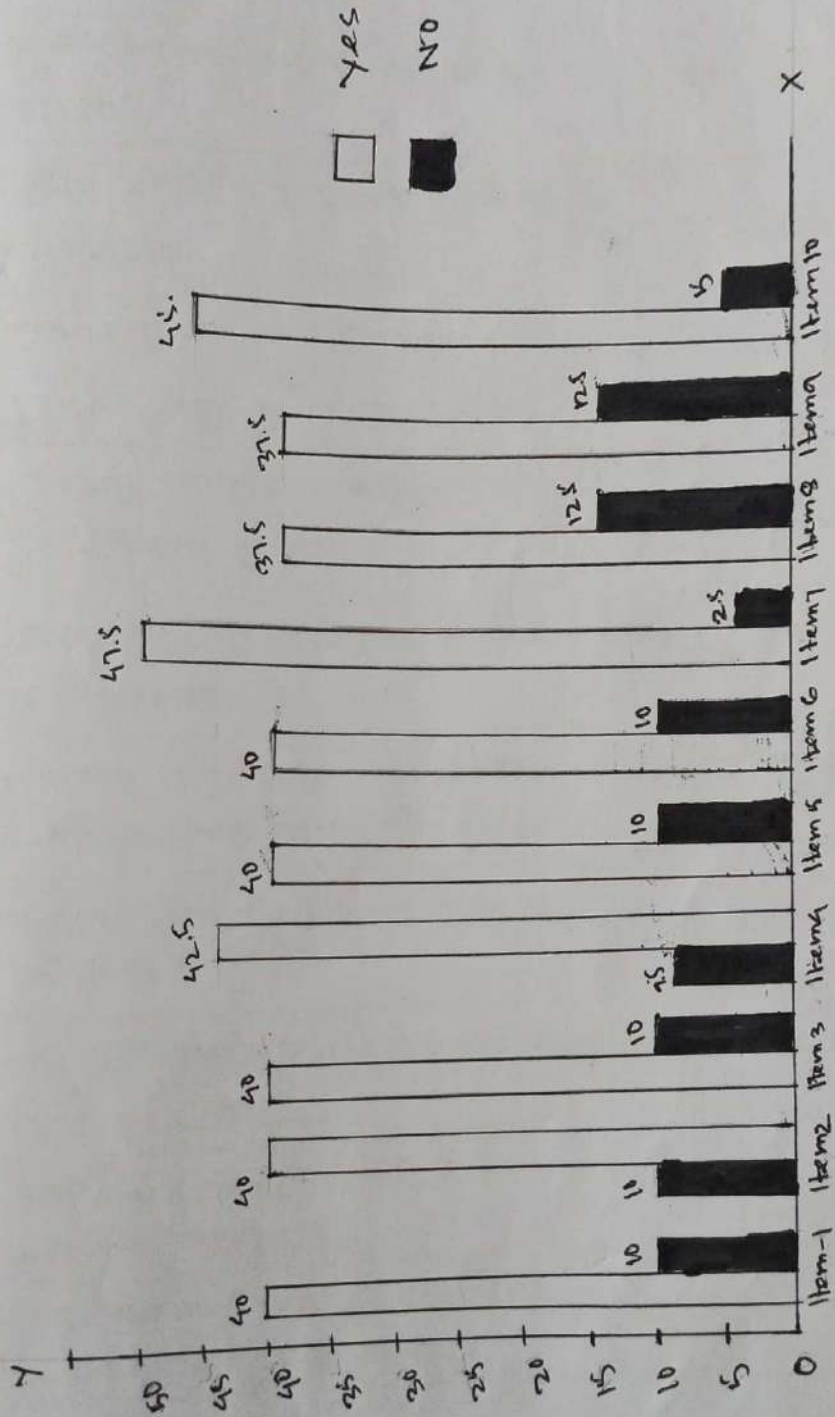


Table NO-3 : କାହିଁକି-କିଏର ଦ୍ଵାରା ହୋଇଥିବା  
ଲିଙ୍ଗଗତ ଓ ଲିଙ୍ଗ-ନୀତି ନିୟମର

SL.No	Statements	Female (N=20)	
		Yes	NO
1.	କାହିଁକି ଦାବୀର ଲିଙ୍ଗିତ କରିବ ଲାଭ ହୁଏ ଆପୁରି ହାତରେ?	35%	15%
2.	ଆମେନାମାରେ ନିତ୍ୟେ ହୋଇଥିବା ଲିଙ୍ଗିତ କରିବ ଲାଭରେ?	37.5%	12.5%
3.	କାହିଁକି ଲିଙ୍ଗର ଲେଖ ଆପୁରି ଦାବୀର ଲିଙ୍ଗିତ ଲିଙ୍ଗିତ ଲାଭରେ କରୁଥିବା କରୁଥିବା?	45%	5%
4.	ଲିଙ୍ଗର ଲେଖ ଆପୁରି ନିତ୍ୟ-ହୋଇଥିବା କାହିଁକି ଲାଭ କରୁଥିବା କରୁଥିବା?	2.5%	47.5%
5.	ଆପୁରି ଲାଭରେ ହୋଇଥିବା ଲିଙ୍ଗିତ ଲିଙ୍ଗିତ ଲାଭରେ କରୁଥିବା?	32.5%	17.5%
6.	ଆପୁରି ଲାଭରେ ହୋଇଥିବା ଲିଙ୍ଗିତ କାହିଁକି ଲାଭରେ କରୁଥିବା କରୁଥିବା?	35%	15%
7.	ଆମେନାମାରେ ହୋଇଥିବା ଲିଙ୍ଗିତ ଲାଭରେ କରୁଥିବା କରୁଥିବା?	35%	15%
8.	କାହିଁକି ଲିଙ୍ଗର ଲିଙ୍ଗିତ ଲାଭରେ କରୁଥିବା କରୁଥିବା କରୁଥିବା?	35%	15%
9.	ଆପୁରି ଆମେନାମାରେ ହୋଇଥିବା ଲିଙ୍ଗିତ କାହିଁକି ଲାଭରେ କରୁଥିବା କରୁଥିବା?	35%	15%
10.	ଆମେନାମାରେ କାହିଁକି ଲାଭରେ ହୋଇଥିବା ଲିଙ୍ଗିତ ଲାଭରେ କରୁଥିବା କରୁଥିବା?	37.5%	12.5%

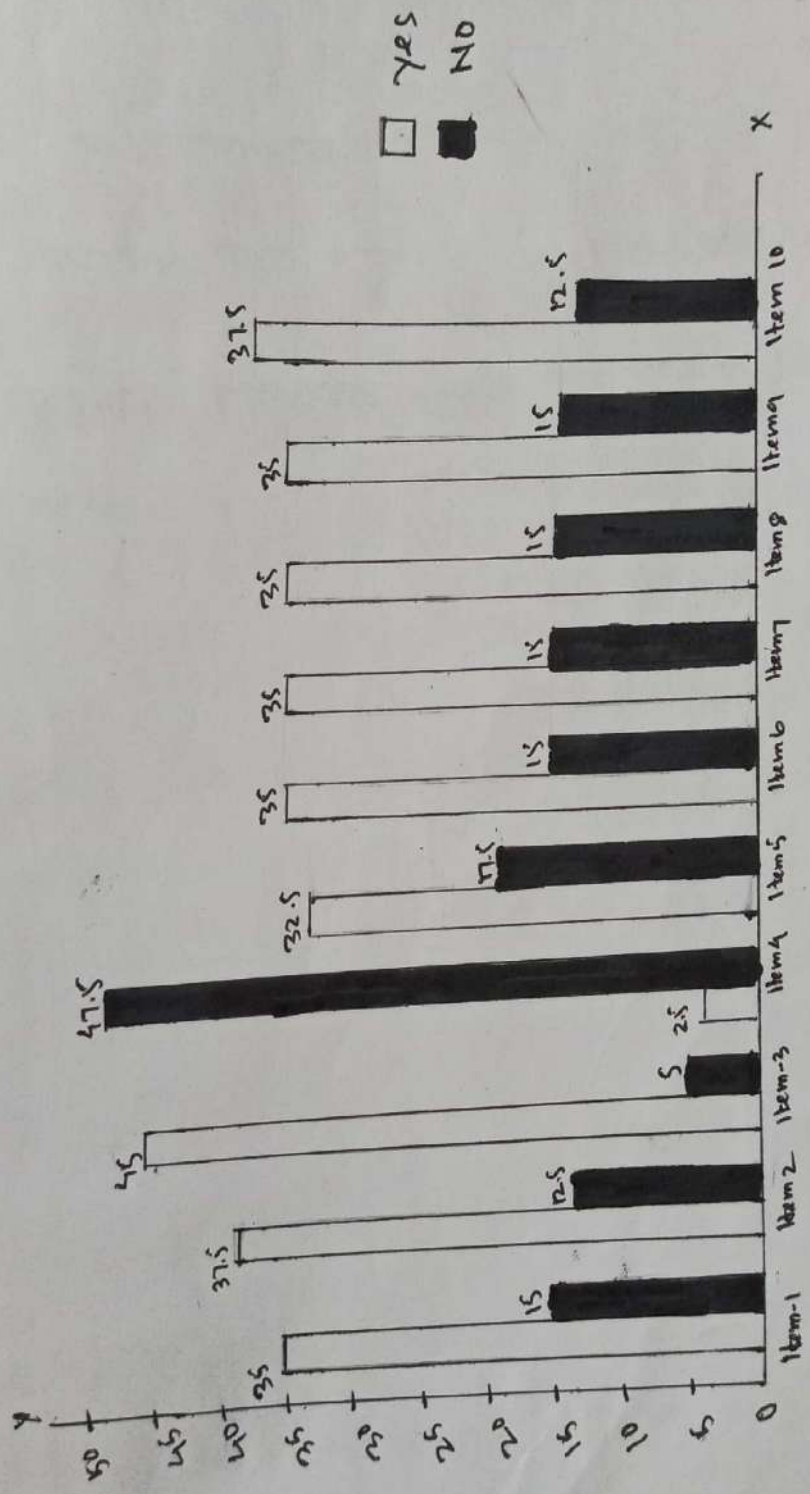


উদ্ভিদ-সংক্রান্ত পত্র দুইটি নিয়ে এই উদ্ভিদ  
 আর্থিক মূল্য- এই পত্র দুইটি আলাদা আলাদা বিক্রয়  
 হইবে।  
 ৩৭.৫%  
 ১. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ২. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৩. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৪. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৫. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৬. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৭. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৮. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ৯. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১০. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।

১১. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১২. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৩. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৪. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৫. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৬. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৭. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৮. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ১৯. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।  
 ২০. এই পত্র দুইটি প্রায়শই লম্বা অর্ধ  
 সিমিত করা হইবে।



চিত্র-3 : বিভিন্ন ধরনের ক্রয়-বিক্রয় প্রক্রিয়ায়  
 প্রতি নিম্ন-সীমিত ক্রয়-বিক্রয় প্রতিষ্ঠান



ଫୋଟୋ ୨, ଚିତ୍ର-୨ ଓ ଚିତ୍ର-୩ ବା ମାତା ହୁଣୀ  
 ନିମ୍ନେ ମେ ହିସାବ କରାଯାଏ ହୁଣୀ କଟାଣି ପୁସ୍ତକ  
 ଓ କାହିଁକି ହୁଣୀରେ ଲିଖିତ କାର୍ଯ୍ୟକ୍ରମ ହୋଇଥିବାର  
 ଲିଖିତ ଓଡ଼ିଆ ଭାଷାରେ ଶିକ୍ଷାକ୍ରମ କରାଯାଏ  
 ଯାହା ଓଡ଼ିଆ ଭାଷା କିମ୍ବା ଗାଁରେ ମେ ଭାଷାରେ  
 କରାଯାଏ: ହୋଇଥିବାର ଲିଖିତ ଓଡ଼ିଆ ଭାଷାରେ ଲିଖିତ  
 ମେସର ପୁସ୍ତକ ରହିବ ।





4. ଏହି-ପ୍ରକାର ଲୋକା ଶ୍ରୋତେ ମେ, ଧୋରଲିର ନିକ୍ଷାପ  
 ପ୍ରତି ନିର୍ଦ୍ଧ-କାହିର ଆକାଶ୍ରମ କଲୋକାର୍ କାହିରା-  
 ଶିକ୍ଷକାତା ଶିକ୍ଷାକାତେ । ଲୋକ୍ଷ ଆକାଶ୍ରମ ଶିକ୍ଷକାତା  
 ଲୋକା ଧୋରଲିର ଲୋକ୍ଷ ନିକ୍ଷାପ ଲୋକା ଅଲୋ  
 ଧୋରଲିର ଶିକ୍ଷ ନିକ୍ଷାପ ଲୋକେ ଶିକ୍ଷକାତା ଲୋକା  
 ଲୋକା ଲୋକ୍ଷ ନିକ୍ଷ-ନିକ୍ଷ ଆକାଶ୍ରମ କାହିରା ଶିକ୍ଷକାତା  
 ଶିକ୍ଷ ଶିକ୍ଷା ଲୋକା ଲୋକା ଲୋକ୍ଷ । ନିକ୍ଷ  
 କାହିରା ନିର୍ଦ୍ଧ-କାହିର ଆକାଶ୍ରମ କଲୋକାର୍ କାହିରା-  
 କାହିର ।

5. ଶିକ୍ଷକାତା ଲୋକେ ମେ ଧୋରଲିର ନିକ୍ଷାପ ପ୍ରତି  
 ନିର୍ଦ୍ଧ-କାହିର କଲୋକାର୍ କୁଲୋ କାହିରା ଲୋକା ଲୋକା  
 ନିକ୍ଷାପ ପ୍ରତି କାହିର ଲୋକା ଲୋକେ କାହିରା କାହିରା  
 ନିର୍ଦ୍ଧ-କାହିର କୁଲୋକାର୍ ଶିକ୍ଷକାତା କାହିରା ।  
 ଧୋରଲିର ନିକ୍ଷାପ ପ୍ରତି କାହିର କାହିରା ଲୋକେ ମେ  
 ଧୋରଲିର ପ୍ରତି ନିର୍ଦ୍ଧ କାହିର କଲୋକାର୍ ନିକ୍ଷାପ  
 ଲୋକା ନିକ୍ଷାପ କାହିରା କାହିରା - ।

Educational Implication :

ସେମାନଙ୍କ ଆନ୍ତରାଳ-ସୂଚକତା ବାବଦ ଅଭିମତ ସିଦ୍ଧାନ୍ତ ଅତି-  
 ଉପଯୁକ୍ତ । ଏହି ପ୍ରକାର ଅଭିମତକୁ ଗ୍ରହଣ କରି ଯଦି ଆମେ  
 ଯେତେବେଳେ ଆବଶ୍ୟକ କରିବୁ ତାହା ଆମ ଡିପ୍ଲୋମାଟିକ  
 ସ୍ତରୀୟ ପୁସ୍ତକାଳୟ କରିବା ଆମେ ବାରିବା ଯାହା । ଏହାଦ୍ୱାରା  
 ଅଧିକାଂଶ ଅଭିମତକୁ ଗ୍ରହଣ କରିବା ଆମେ ଯୋଗ୍ୟତା ।  
 ଦୁଇୋଟି ଗୋଟିଏ ପାଠ୍ୟପୁସ୍ତକ କରିବା ଆମେ । ସିଦ୍ଧାନ୍ତ  
 ଅନୁସାରେ ଆମେ ଗୋଟିଏ ବିଷୟ ଯେଉଁ ସିଦ୍ଧାନ୍ତ ଗ୍ରହଣ  
 କରୁ । ସିଦ୍ଧାନ୍ତ ଗ୍ରହଣ ଯେଉଁ ସିଦ୍ଧାନ୍ତ ଅନୁସାରେ  
 'ଅନୁଭବ ହେଉ' ବା 'ଅଧିକ ଉପଯୁକ୍ତ' ପ୍ରମାଣ ଦେବା ।

ଏହାଦ୍ୱାରା ଅଧିକାଂଶ ଅଭିମତକୁ ଗ୍ରହଣ କରିବା  
 ଆମେ, ଅଧିକ ଉପଯୁକ୍ତ ଗୋଟିଏ ପ୍ରମାଣ ଦେବା ।  
 ଅନୁଭବ, ଗୋଟିଏ ଆମେ ଅଧିକ ଉପଯୁକ୍ତ ପ୍ରମାଣ ଦେବା ।  
 ଏହାଦ୍ୱାରା ଅଧିକାଂଶ ଅଭିମତକୁ ଗ୍ରହଣ କରିବା  
 ଆମେ ଗୋଟିଏ ପ୍ରମାଣ ଦେବା ।  
 ଏହାଦ୍ୱାରା ଅଧିକାଂଶ ଅଭିମତକୁ ଗ୍ରହଣ କରିବା  
 ଆମେ ଗୋଟିଏ ପ୍ରମାଣ ଦେବା ।



10. Conclusion:

କାହିଁକି ସରକାର ମିଳନୀ ଓଡ଼ିଶାରେ ଦୁଇ ଲକ୍ଷ  
 ଅଧିକତାର ବିଲମ୍ବ ମିଳିତ କର । ଡେଡ୍-ଲୋଡ୍ କାର୍ଯ୍ୟକ୍ରମେ  
 ଏକ ଲକ୍ଷର ଧରା ଭାଗ ଏକ ଲକ୍ଷ ଲକ୍ଷରେ ମିଳନୀ ବିକାଶ  
 ହେବ । ଦୁଇ-ଲକ୍ଷ ବିକାଶ କରା ନାହିଁ ମିଳନୀ ଓଡ଼ିଶା  
 ସରକାର ଆପଣ । ଆପଣଙ୍କ ଏକ ମିଳନୀ ଏକ ମିଳନୀ ଓଡ଼ିଶା  
 ହେବ । ଦୁଇ ଲକ୍ଷ ଧରା, ଓଡ଼ିଶା କାର୍ଯ୍ୟକ୍ରମେ ଧରା ଦୁଇ  
 ବିକାଶ ଏହି ମିଳନୀ-ସରକାର କାର୍ଯ୍ୟକ୍ରମେ କାହିଁକି ଏକ  
 ମିଳନୀ ଓଡ଼ିଶାରେ ବାହାରିବ ।

ଏହି ଓଡ଼ିଶାରେ କାର୍ଯ୍ୟକ୍ରମେ କାହିଁକି ମିଳନୀ-  
 ସରକାର ମିଳନୀ ଏହି ବିକାଶରେ କାର୍ଯ୍ୟକ୍ରମେ ଓଡ଼ିଶା ଏକ  
 କାର୍ଯ୍ୟକ୍ରମ କାର୍ଯ୍ୟକ୍ରମ । କାର୍ଯ୍ୟକ୍ରମେ ଧରା ଦୁଇ ଦୁଇ ଧର  
 କାହିଁକି ମିଳନୀ ଏହି ବିକାଶ କାର୍ଯ୍ୟକ୍ରମେ ଓଡ଼ିଶା-  
 ମିଳନୀ ଏହି ବିକାଶ କାର୍ଯ୍ୟକ୍ରମେ ଧରା ଦୁଇ ଦୁଇ  
 ଓଡ଼ିଶା ଓଡ଼ିଶା ଓଡ଼ିଶା କାର୍ଯ୍ୟକ୍ରମେ ଦୁଇ ମିଳନୀ ଏହି  
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 କାର୍ଯ୍ୟକ୍ରମେ ଏହି ଦୁଇ କାର୍ଯ୍ୟକ୍ରମେ କାର୍ଯ୍ୟକ୍ରମେ କାର୍ଯ୍ୟକ୍ରମେ ।



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12.

# APPENDIX



# QUESTIONNAIRE

Name -

Gender -

Name of village -

Sl. No	Questions	Yes	No
1.	କଞ୍ଚିଲା ଅଞ୍ଚଳରେ ମିଳିଥିବା କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କରେ ଆପଣଙ୍କର ଜ୍ଞାନ କେତେ ?		
2.	ଆମେ ସମସ୍ତଙ୍କୁ ନିଜର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ ସଚ୍ଚିତ୍ର ମାଧ୍ୟମରେ ସୂଚନା ଦେବା ?		
3.	କଞ୍ଚିଲା ମିଳିଥିବା ଅଞ୍ଚଳରେ ଆପଣଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
4.	ମିଳିଥିବା ଅଞ୍ଚଳରେ ଆପଣଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
5.	ଆପଣଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
6.	ଆପଣଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
7.	ଆମେ ସମସ୍ତଙ୍କୁ ନିଜର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ ସଚ୍ଚିତ୍ର ମାଧ୍ୟମରେ ସୂଚନା ଦେବା ?		
8.	କଞ୍ଚିଲା ମିଳିଥିବା ଅଞ୍ଚଳରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
9.	ଆପଣଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ କେଉଁ କାର୍ଯ୍ୟକ୍ରମ କରାଯାଇଛି ?		
10.	ଆମେ ସମସ୍ତଙ୍କୁ ନିଜର ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧରେ ସଚ୍ଚିତ୍ର ମାଧ୍ୟମରେ ସୂଚନା ଦେବା ?		

40

# DUDHNOI COLLEGE



**DUDHNOI, GOALPARA, ASSAM-783124**

**EAST : 1972**

**Topic :**

**A study on Environmental awarness among the  
Students of Secondary School.**

SUBMITTED BY

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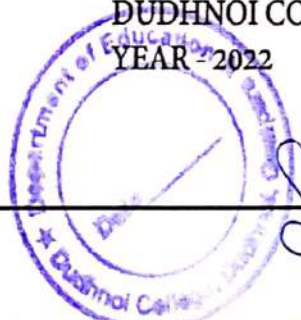
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*Sharmistha Pathak*



Department of Education

Dudhnoi College



Certificate of Completion

This is to certify that Mr/Ms .....*Sharmistha.....Pathak.....*  
of <sup>✓</sup>BA/B.Sc/B.Com...*B.A.*.....Semester, Department...*Education*..... of  
Dudhnoi College has carried out project titled *A..Study.on.Environmental*  
*Wearness among the Students of Secondary School* and successfully completed it  
under my supervision.

Date: *15/07/2022*

Place: *Dudhnoi College*

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*(Guest Faculty)*





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Shamistha Patrak

6<sup>th</sup> Semester



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# 1. INTRODUCTION

At first we must have a knowledge on environment. Because Environmental Awareness is all about protecting the environment from various environmental crisis.

Environment means the surrounding around us. The term "Environment" has been derived from a French word "Environia" mean to "surround". In simple terms "Environment" means "Nature". Environment includes all the living and Non-living elements and their effect that influence human life. Environment consist of the sum total of the stimulation that the individual receives from conception until death. Whatever found around the individuals may be covered by the term "Environment".

"A person's environment consist of the sum total of the stimulation which he reali. from his conception until his death"

— Borring.

"The environment is everything that affects the individual except his genes"

— Anastasi.

After knowing the meaning of environment,  
POTD



Now, we must learn what is Environmental Education. For providing Awareness among students first, they must gain knowledge upon environmental Education.

Environmental Education is a new concept, which has emerged in the recent times. Environmental education is education through environment, about environment and for environment. Environmental education aims at developing in the child, an awareness and understanding of the physical, social environment in its totality.

Nature is beautiful and things of beauty in nature like the birds, animals, flowers, and trees etc, give joy to us. But we human beings have destroyed our natural surrounding for our own benefit. Environmental education will help us realize the havoc we have created in our lives and also inform us as to how we can mix progress and life so that they exist together.

"Environmental education appears to be a process that equips human beings with awareness, knowledge, attitudes and commit-



ment to improve education".

— Mishra.

Protecting the environment is largely associated with the high level of awareness of the administration, policy makers and common people right from the school children to the adult. A clean and pleasant environment will improved the well-being of people. Environmental Education may be inculcated in the curriculum of school or colleges. By the help of environmental education, students gain knowledge on the protection of various environmental crisis. Environmental education should be a continuous life-long process, It prepare the individual and communities for life, through an understanding of the major problems of environment.

### Need and Importance of Environmental Education :-

(a) It helps children to transform their indefinite ideas to definite ideas.



- b) It helps children to proceed from the concrete to the abstract.
- c) It help to develop a understanding of the dangerous population explosion.
- d) To develop an understanding of how to utilize the physical and human resources for the betterment of society.
- e) To develop an understanding of his physical and social environment.
- f) It also help the social group to acquire the skills for identifying and solving environmental problems.
- g) To focus on current, potential environmental situations.
- h) At the school level, teaching materials should be prepared to create environmental awareness among the students.
- i) To maintain the imbalance of environment by improving through sustainable development.
- j) It helps to provide education on the ecological system.



## Environmental Awareness :

### Meaning - Environment Awareness

is considered as the first step of environmental protection. Environmental protection must be taught to primary school as well as in secondary schools upto level of Higher Education. Without proper knowledge of environmental awareness, the people of society or students cannot preserve the environmental crisis. For eg - A number of environmental issues have been raised in India itself including Bihdi dam, Tehri dam, and Narmada Bachao Andolan etc. So, for this issues Environmental Awareness must be provided to All Section of the Society.

In 21<sup>st</sup> Century the quick depletion of natural resources over burden of growing population, use of anti-environmental materials, polluted air, rate of noise pollution etc, have put impact on the environmental crisis. Lack of awareness of knowledge have put impact on those crisis. In this regard environmental education is to regard as an effective process.



Making children sensitive to environment and its protection is an important educational concern. The school education can play a major role in it. The best place to impart awareness among students is the classroom. When it comes to raising awareness about environmental issues, a good place to start is by including lessons about the environment in school curriculum.

Some points are mentioned below for providing knowledge on Environmental Awareness —

1) Teach children about the three

Rs — (a) Reduce Waste

(b) Reuse Resources

(c) Recycle Materials.

(2) Organise tree planting days at school and teach them why trees are important to the environment.

(3) Every child must switch off all



the appliances and lights when not in use.

4) Ensure taps are being closed properly after children have used them.

5) Make use of dustbin in school or college compound.

By imparting knowledge of awareness among students, students can imitate the knowledge to promote a healthy environment. By educating the students about awareness they learn that, they must protect our environment by sharing the thoughts to other people of society. For eg - After learning to use water sparingly at school students can practise closing/dropping taps at home. Environmental Awareness provide the understanding and competence to recognize environmental resources and interdependence between physical and biological components of environment, for growth and development.



Environmental awareness may be defined as a process to help the social groups and individual to gain a variety of experiences and acquire a basic understanding of environment. It helps an individual to realize and maintain the interrelations and interactions between the living and non-living system.

At last I would like to mention from my own point of view that Environmental Awareness is an important topic for all for protecting our environment from various crisis. As a student of Degree 6<sup>th</sup> Semester from Education Department, some points are mentioned below for saving the environment —

(1) By using the Method of three-Rs - Reuse, Reduce, Recycle.

(2) Save Electricity.

(3) We must use the leisure time by cleaning our school campus.

(4) To educate the younger ones about Environmental Awareness.



## Significance of the study

Every human being has the right to decent life, but today there are elements in our environment that tend to militate against the attainment and enjoyment of such a life. We need to defuse the environmental problem, but such needed action will come only if we reorient the citizenry's values, i.e. imbibe them with proper attitudes and values (ethics), specially those that will lead to a greater concern for preserving balance in the ecosystems.

Besides these we should teach them how to save the environment from further degradation, and help make it a healthier and progressive place to live in. Over recent decades global problems relating to degradation of natural resources have increased dramatically.

Environmentalists have pointed out repeatedly that any solution to environmental crisis will require an environmental awareness which should be deeply rooted in the educational system at all levels. Environmental crisis cannot be resolved unless and until we make our students, who are the citizens of tomorrow aware about the environmental issues. Environmental awareness should be a part of curriculum in all levels of education.

Though environmental studies have been undertaken and have been incorporated into the different subjects there is a need to promote an awareness of and understanding of the environment amongst the students as to generate enthusiasm and commitment amongst them to solve environmental problems.

P.P.O



### 3. Objectives of the Study

1. To access the level of environmental awareness among the Secondary School students.
2. To study the difference in environmental awareness of secondary school students with respect to gender.
3. To study the difference in environmental awareness of secondary school students with respect to Government and Private Institutions.

# Research Questions

1. Whether there is difference in environmental Awareness of Secondary School Students with Respect to Gender?

2. Whether there is difference in E. A. of Secondary school Students in respect to Government and Private Institutions.



## Review of Related Literature

Research takes advantages of the knowledge which has accumulated in the past is a result of constant human endeavour.

A review of the related literature must precede any well planned research study. The first step in reviewing the related literature is identifying the material that is to be read and evaluated.

It gives the researcher an understanding of Research Methodology which refers to the way the study is to be conducted. Therefore the researcher studied some review of related literature over environmental awareness regarding secondary school students.

1. Boiyu (2014) conducted a comparative study on environmental awareness among secondary school students of Kashmiri and Kibera Division. The investigator found that secondary school students both in Kibera and Kashmiri had very low



level of awareness of current and emergent environmental concept and problems.

2. Dhanya and Pankajam (2017) conducted a study on environmental awareness among secondary school students in Golaghat District in the State of Assam. They both found that there is no significant difference in environmental awareness among the secondary school male and female students of Golaghat District.

3. Sharema Bidula (2002) conducted a study on Environmental Education and Environmental Awareness among the secondary schools student in Nagam town. The investigator found that there environmental Awareness are not adequate and there is no significant difference between the view of boys and girls.

4. Kholi (2015) conducted a study on environmental education and awareness



of students of secondary school in Nagpur and. The investigator found that one third of the students participated in creating environmental awareness programme.

5. Siva moorthy, Nalini and Koorare (2013)

- conducted a survey on environmental awareness and Practices among secondary schools in Tamil Nadu. These Investigator found that vast majority of students were having high awareness and no student had low environmental Awareness.

## Research Methodology.

Research Methodology is a collective term for the structured process of conducting research. There are many different methodologies used in various types of research. Research Methodology seeks to inform why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted.

In simple terms, research methodology is used to give a clear-cut idea of what the researcher is carrying out his or her research. It makes the right platform for the researcher to map out the research work in relevance to make solid plans.



Moreover, research methodology guides the researcher to involve and be active in his or her particular field of inquiry. Most of the time, the aim of the research and the research topic won't be the same at all times, it varies from the objectives and flow of the research, but by adopting a suitable methodology this can be achieved.

Right from selecting the topic and carrying out the research, the research methodology drives the researcher on the right track. The entire research plan is based on the concept of the right research methodology. Moreover through the research methodology, the external environment constitutes the research by giving an in-depth idea

on setting the right research objective followed by literature point of view, based on that chosen analysis through interviews or questionnaires findings will be obtained and finally concluded the message by this research.

Research methodology is overall the concept of analysing data, analysing the problem, and why particular technique of analyzing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study.



# Method of the study

For the present study, the researchers have chosen - "Descriptive survey method".

Descriptive research aims to accurately describe a research problem. Descriptive research is a type of research that describes a population situation or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions of a research problem, rather than the why.

One of the components of research is getting enough information about the research problem - the what, how, when and where answers, which is why descriptive research is an important type of research. It is very useful when conducting research whose aim is to identify characteristics, frequencies, trends,

correlations and categories. This research method takes a problem with little to no relevant information and gives it a befitting description using qualitative and quantitative research methods.

Descriptive studies are more than just a collection of data; they use measurement, classification, analysis, comparison, interpretation.

This research method is the most popular and the most widely used Research Method in Education.



# Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query, it is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researchers rely on sampling techniques.

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

\* Two types of Population are used in Research —



① Target Population — Target Population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population.

② Accessible Population — The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population.

For the present study, the population comprises the overall Secondary Students residing in the Dudhnoi Sub-Division of Goalpara District. The Secondary students residing in the schools of Dudhnoi High School and Sunrise Academy.



## 6.3 Sample —

A sample is defined as a smaller set of data that a researcher choose or selects from a larger population by using a pre-defined selection method. Creating a sample is an efficient method of conducting research. In most cases, it is impossible or costly and time-consuming to research the whole population. Hence, examining the sample provides insights that the researcher can apply to the entire population.

Sampling methods are characterized into two distinct approaches —

- ① Probability sampling
- ② Non-Probability sampling

① Probability — This is a method of deriving a sample where the objects are selected from a population based

of the theory of Probability. Each person in the population can subsequently be a part of the research. The selection criteria are decided at the outset of the market research study and form an important component of Research. Probability sampling can be further classified into four types -

- (A) Simple Random Sampling.
- (B) Cluster Sampling
- (C) Systematic Sampling
- (D) Stratified Random Sampling.

2. Non-Probability — This method is derived mostly from the researcher's or statistician's ability to get to this sample. This is used for preliminary research where the primary objective is to derive a hypothesis about the topic in Research.

We can classify into four types -

- (a) Convenience Sampling
- (b) Purposive Sampling



- (c) Snowball sampling
- (d) Quota sampling.

For the present study, stratified Random Sampling is the best method to be used. Stratified sampling is a method of dividing the respondent population into distinctive but pre-defined parameters in the research design phase. In this Method, the respondents don't overlap but collectively represent the whole population.

For the present study, out of 3 Blocks, one community block i.e. Kochdhuwa Block from Goalpara District is chosen randomly. Two schools i.e. ("Dudhnoi High School") and ("Sunrise Academy"). For the present study, (40 students) from both the secondary schools are chosen out of which ("20 male and 20 female") and one school is ("Government") and another one ("Private") are selected through "Stratified Random Sampling".



## Tools —

Tools are instruments used to collect information for performance assessments, self-evaluations, and external evaluations. Tools need to be strong enough to support what the evaluations find during research. Different instruments are used to conduct the assessment forms for gathering data.

It is a testing device for measuring a given event, such as, a questionnaire, an interview or a set of guidance or guideline or checklist. It is an instrument or machine that aids in accomplishing a task.

## Research Tools —

The Research Tools are instruments used for the purpose of data



collection. It is measurable and observable for data analysis and interpretation. Research tools are constructed by researchers according to objectives.

"For the present study, a questionnaire is used for the data collection."

Methods of data collection are classified into four types -

- ① Observation Method
- ② Interview Method
- ③ Questionnaire
- ④ Physiological measurement.

"As a method of data collection, from the secondary school students regarding Environmental Awareness, Questionnaire method has been used." This is usually popular self report and self administered method. It allow the collection of larger data i.e. 40 students from Both schools.

## 7. Area of the study

For the present study, Dudhnoi, District Goalpara has been chosen as area for the study. From which two school i.e. Dudhnoi High School and Sunrise Academy has been chosen, out of which Dudhnoi High School is an Government Institution and Sunrise Academy is an Private Institution.

Dudhnoi High school was established in 1955. It is located in Rural area. The school consist of grades from 6 to 10. It does not have an attached pre-primary section. Assamese is the medium of instructions in this school. The total number of students is 699.

Sunrise Academy was established in . It is located in Urban area. The school consist of grades from English is the medium of instruction



In this school. The total number of student is . The school consist of maximum 10 rooms. The total number of students is 400 to.

Objective No: 1 - To assess the level of environmental awareness among the Secondary School Students.

## Data Collection and Analysis

Table No: 1

Category	Range of raw scores	Attitude of students	Percentage %
High	8-20	36	90%
Average	4-7	4	10%
Low	0-3	0	0%

From the above Table No: 1, it has been found that 90% of students are found to have high level of Environmental Awareness.

On the other hand 10% of respondents are found to have Average level of Environmental Awareness.



Whereas it has been found that there is no low level of Environment Awareness among the students.

Overall, it has been found there is Awareness among the students and all the students are highly aware towards Environment Activities.

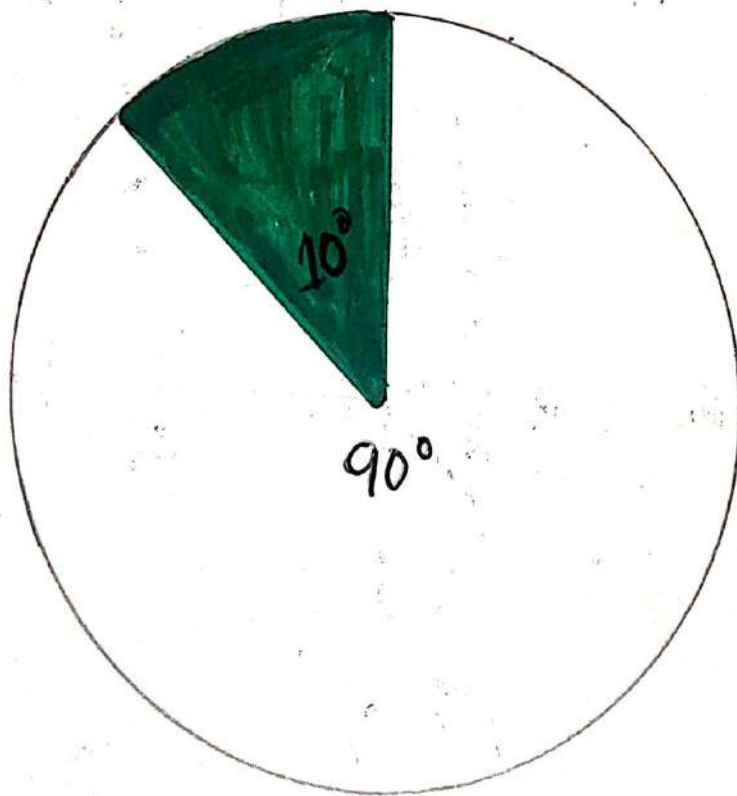


Fig: 1 - To assess the level of awareness.

Objective 2 :- To study the difference in environmental Awareness of secondary school students with respect to gender.

Data Collection -

Table No : 2 - Male Students

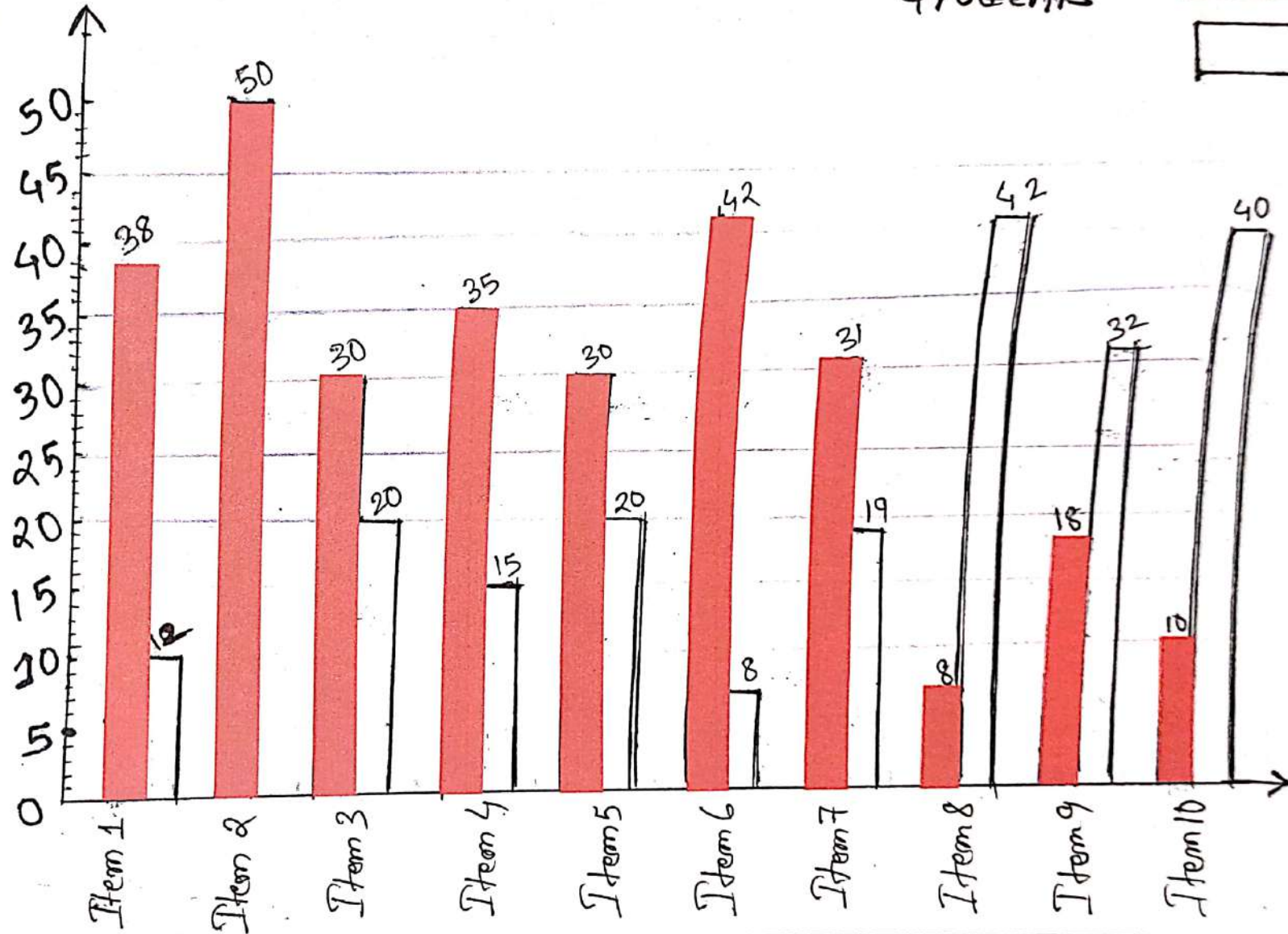
Sl. No	Statement (Male N=20)		
		Yes	No
1	Do you turn the lights off when you leave the room?	38%	12%
2	Does your school teach you how to protect the environment?	50%	0
3	Do you recycle?	30	20%
4	Do you think Plastic waste can harm our environment?	35%	15%
5	Do you clean your school campus?	30%	20%
6	Do you know anything about Environmental Programme?	42%	8%
7	Is World Environment Day is celebrated in your Institution?	31%	19%
8	Have you ever joined Environment Programme?	8%	42%
9	You have studied Environmental Studies?	18%	32%
10	Do you believe that future of our planet is safe?	10	40%



Fig: 2 - Environmental Awareness of Male Students

Percentage of Male Students

Yes  
No



## Interpretation / Discussion.

From the above Table No: 2, it has been found that maximum percentage of respondent has responded positively in all the items and all the items are related to environmental awareness to check their awareness level toward's environment. But in case of Statement 9, very less percentage have studied environmental studies.

Therefore from the present study it has been found that Male Participation is satisfactory in the environmental activities.



Objective : 2 - To study the difference in environmental Awareness of secondary School Students with respect to gender.

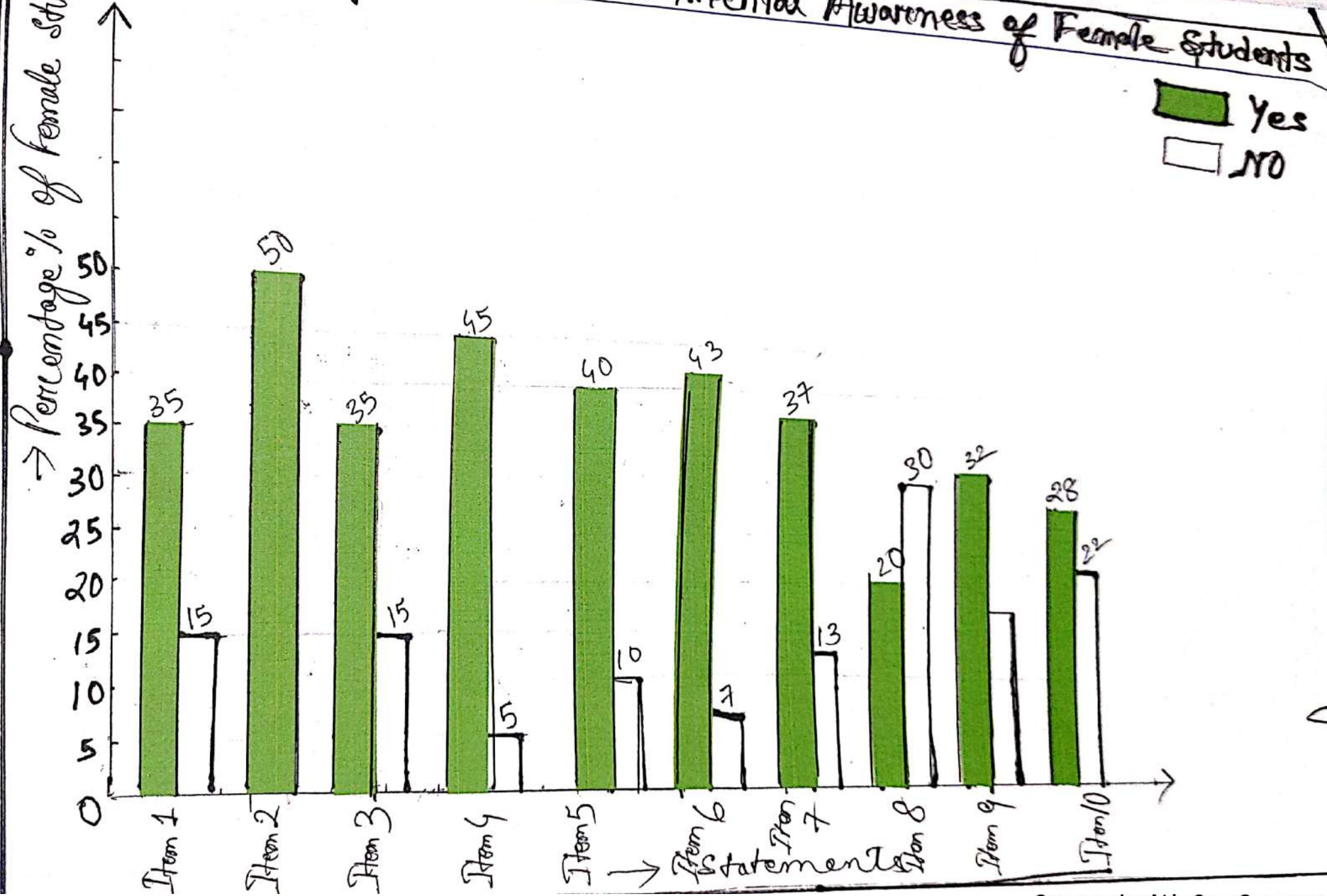
Data Collection -

Table No : 2 - Female Students

Sl No	Statements	Female (N=20)	
		Yes	No
1.	Do you turn off lights when you leave the room?	35%	15%
2.	Does your school teach how to protect the environment?	50%	0
3.	Do you recycle?	35%	15%
4.	Do you think plastic waste can harm our environment?	45%	5%
5.	Do you clean your school campus?	40%	10%
6.	Do you know anything about Environment Protection?	43%	7%
7.	Is World Environmental Day celebrated in your institution?	37%	13%
8.	Have you ever joined Environment Programme?	20%	30%
9.	You have studied environmental studies?	32%	18%
10.	Do you believe that the future of our planet is safe?	28%	22%



Fig : 3 - Environmental Awareness of Female Students





## Interpretation / Discussion

From the above Table No. 3, it has been found that maximum percentage of respondents has responded positively in all the items, which are related to Environmental Awareness, but in case of Statement No. 8 less percentage of respondents have joined environmental Programme, organised by their Institutions. whereas Statement No. 10 less respondent thought that future of our planet is save.

Therefore, by observing table. 3 it has been found that female respondent some how given, satisfactory responses towards Environmental activities but compare to Male, very few female respondent participate in environment Programme.



From the above Diagrams/figures Numbers 2 and Fig: 3. It has been found that both Male and female equally aware towards Environment in most of the statements. But in case of Studying Environmental Studies, female participation is better than Male.

On, the other hand, in case of Cleaning the school campus Male Participation is most prominent than the female. whereas while joining in Environmental activity Programme, Male Respondent are most aware active than the female respondents.



Objective 3 — To study the difference of Environmental Awareness of Secondary School Students of Private and Government.

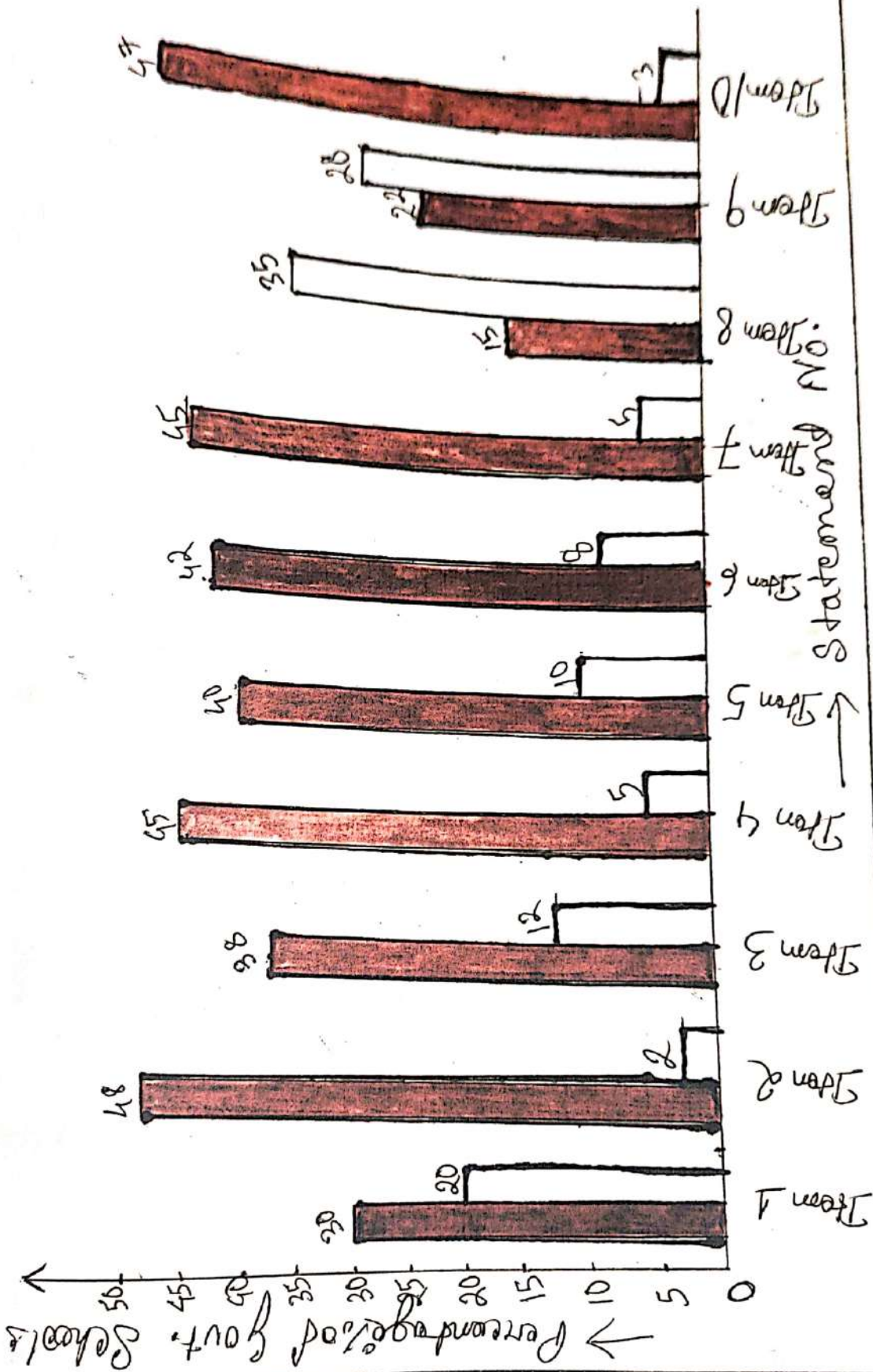
Data Collection

Table No: 4 — "Government School"

Sl. No	Statement	Government (N=20)	
		Yes	No
1.	Do you turn off lights when you leave the room?	30	20
2.	Does your school teach you how to protect the environment?	48	2
3.	Do you recycle?	38	12
4.	Do you think Plastic waste can harm our environment?	45	5
5.	Do you clean your school campus?	40	10
6.	Do you know anything about environmental problem?	42	8
7.	Is World Environment Day, its celebrate in your Institution?	45	5
8.	Have you ever joined Environment programme?	15	35
9.	You have studied environmental studies?	22	28
10.	Do you believe that the future of our planet is same?	47	3

Fig 04 — Environmental Awareness of Government Schools

■ - Yes  
□ - NO





## Interpretation / Discussion

From the above Table No. 4, it has been found that maximum percentage of respondents has responded positively in all the items, so the respondent of Government Institution is much more aware towards Environmental activities. But in case of Statement 8, it has been found that very few percentage respondent joined environmental programme.

Therefore, it has been found that overall participation among the respondent of Government Institution is satisfactory towards Environmental Awareness.



Objective No: 3 - To study the differences of Environmental Awareness of Secondary school students of Private and Government.

Data Collection-

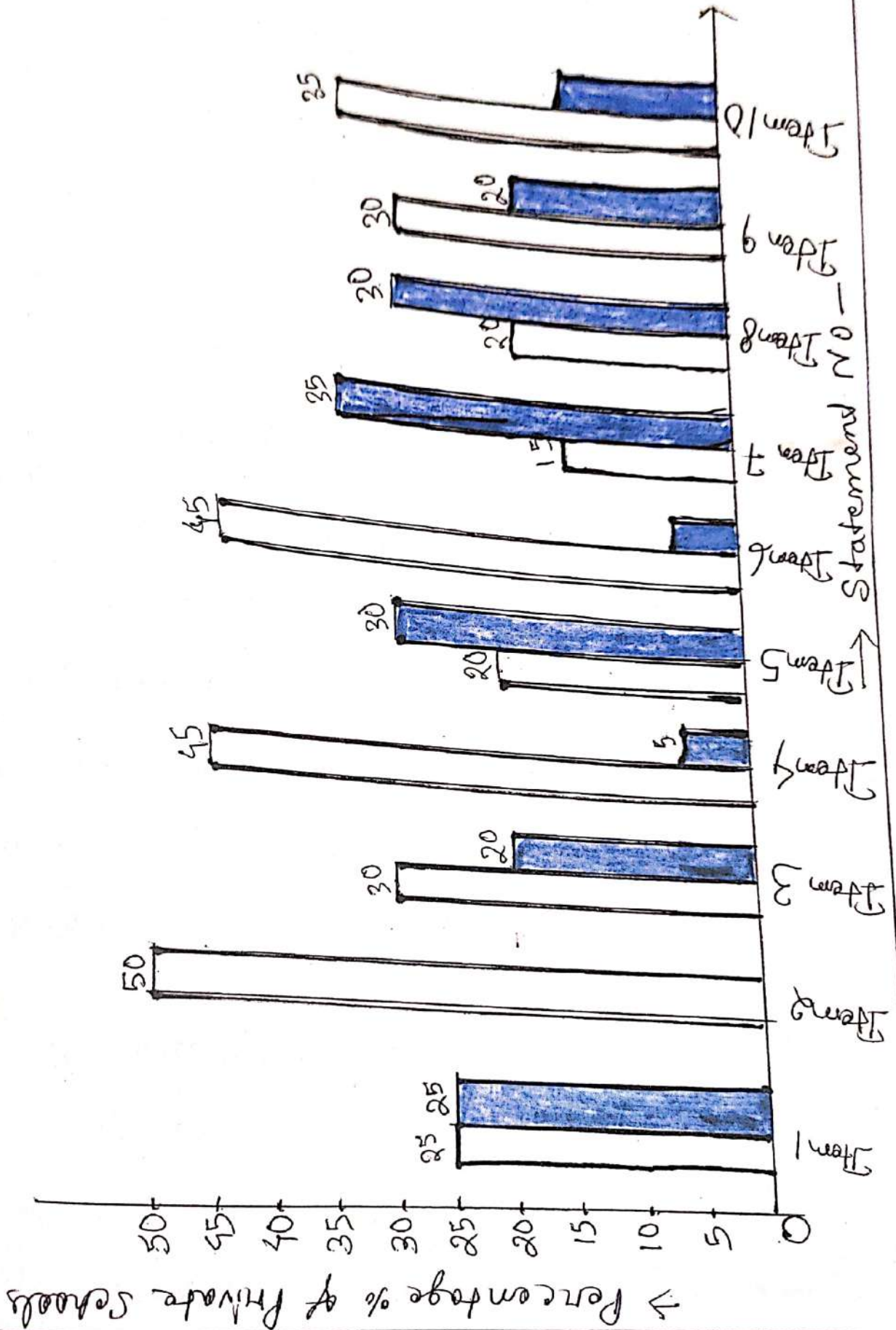
Table No: 5 - "Private School"

Sl. No	Statement	(Private N=20)	
		Yes	No
1.	Do you turn off the light when you leave the room?	25	25
2.	Does your school teach you how to protect the environment?	50	
3.	Do you use recycle?	30	20
4.	Do you think Plastic waste can harm our environment?	45	5
5.	Do you clean your school campus?	20	30
6.	Do you know anything about Environment Problems?	45	5
7.	Is World Environment Day is celebrated in your Institution?	15	35
8.	Have you studied Environmental studies?	20	30
9.	Have you ever joined environmental Programme?	30	20
10.	Do you believe that the future of our planet is safe?	35	15



Fig 8.5 — Environmental Awareness of Private School

□ - Yes  
 ■ - No



## Interpretation / Discussion.

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From the above Table No: 5, it has been found that the respondents of Private Institution are found to have average level of environmental Awareness because, in case of statement 5, less number of respondents participate in cleaning their school campus.

On the other hand, from the statement 7, very few responded that they celebrate Environment Day in their Institution which is opposite in case of Government Institution respondent.

So, therefore from the above figure, 4 and 5, it has been found that both Private and Government are equally aware towards Environment.



in most of the statements. But in case of studying awareness of Environment Govt is better. From both it has <sup>been</sup> found that the respondent of government clean their campus than private respondent of school.

On, the other hand it has been found that government school student celebrate Environment Day in their schools, whereas, private celebrate very low.

Overall we can say that government is better than private Institution. regarding Environmental Awareness.

## 9 Findings of the Study

From the above analysis and Interpretation the main findings are as follows —

- 1) It has been found that male respondents satisfactorily participate in the activities organized by their Institutions and environmentally aware about the issues.
- 2) Also, found that female respondent satisfactorily participate in the activities organized by their institutions. But female respondents are highly aware and their activity in cleaning the campus is much better than Male.
- 3) By comparing it has been found that environmental awareness of



of female respondent is somewhat better than male respondent.

4. Private respondents has responded positively in all the items but, in case of statement 5 only few students of Private Institution i.e. 20% clean their school campus and in statement 7, only few i.e. 15% responded that their institution give less importance to celebration of Environment Day in their institution.

5. Therefore, from the study it has been found that Private Institution has average level of awareness.

6. Also, reveals that Government has responded positively in all the items. Therefore it has been found that overall respondent of Government Institution has high level of awareness. By comparing it has been found environmental awareness of Government Institution is better than Private.



# Educational Implication.

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Environment, plays an very important role over our life. As we all depend on environment. A clean environment is the major role of every school campus or society. For maintaining a clean environment we must be active and we must have knowledge over environment. Environment subjects are to the curriculum so they have a clear understanding about our environment and the problems that were arising years after years or days after days.

Through education a person become able to have the knowledge about the status of different natural resources, needs and modes. The whole study is upon environmental awareness so, we must have a clear understanding about awareness.

Environmental Awareness means an awareness around the natural environment. It defines preserving of nature through



awareness. Teachers can play an important role in educating their students about environment, which is possible only when the teachers themselves have the necessary level of environmental education awareness.

### Implications —

(1) Through Environment Awareness we can create relationship between man and nature is established.

(2) Environmental awareness enriches one's knowledge of balance of nature.

(3) A higher degree of environmental awareness is essential to save the world from extinction and preserve the ecosystem.

(4) It inculcates skills among students which indirectly help one to become a nature loving scientist.

(5) Awareness can be spread by promoting education about environment.

# Conclusion

Environmental Awareness is considered as the first step of environmental Protection. Environmental Protection is an essential part of environment. By the help of Environmental Protection we can save the environment from various causes. Our natural environment makes human life possible, and our cultural environment helps define who we are.

Promoting awareness towards environmental is an easy way to become an environmental steward and participate in creating a brighter future for all.

In the study 40 students were selected through the stratified random sampling technique from two secondary schools of Goalpara District. Out of which one school is Government and other one is private. The findings reveal that totally 92.5%



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of the secondary students belong to high level of environmental awareness, 7.5% of Average level, and none of them had low level of awareness. Also the study found that there is no significant difference among male and female of both the schools as they responded satisfactorily and positively in all the questions.

But in case of government and private schools, government schools students participated and did better towards the environmental awareness.

It is therefore, important to provide knowledge about environmental awareness to students so that they can protect the environment by cleaning their school campus or sharing the knowledge towards the society.

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# APPENDIX



QUESTIONNAIRE

Name -

Class -

Gender: Male / Female

Name of the School -

Sl. No.	Questions	Yes	No
1.	Do you turn off lights when you leave the room?		
2.	Does your school teach you how to protect the environment?		
3.	Do you recycle?		
4.	Do you think plastic waste can harm our environment?		
5.	Do you clean your school campus?		
6.	Do you know anything about environmental problem?		
7.	Is World Environment Day celebrated in your institution?		
8.	Have you ever joined environmental programme?		
9.	You have studied environmental studies?		
10.	Do you believe that the future of our planet is safe?		

Dudhnoi College,  
Dudhnoi.

Sub-Permission for Data Collected

Respected Sir/Madam.

I would like to inform you that, I am working on research project on topic of -  
"A Study on Environmental Awareness among senior secondary schools", and for which I will be requiring to collect data from Dudhnoi, High School <sup>(Sumitise Academy)</sup> students by conducting survey. This data will be used for Research purpose only.

I look forward to your kind approval and request you to allow me for collecting data from the student.

Thanking you,  
Sankuistha Pathak  
B.A. 6<sup>th</sup> Sem.

Forwarded to concerned  
School.

Allowed  
13/5/22

Headmaster,

Dudhnoi High School

Dudhnoi, Dist. - Goalpara.

Principal,  
10/5/22



**TOPIC**  
**A STUDY ON IMPACT OF INTERNET ON THE SOCIAL LIFE OF STUDENTS**

**AT**  
**DUDHNOI, GOALPARA (ASSAM)**



**Dudhnoi College**



**SUBMITTED BY:**

**MAMPI GHOSH**

**B.A. 6<sup>th</sup> SEMESTER**

**ROLL NO: UA-191-097-0361**

**REG. NO : 19023076 OF 2019-2020**

**DEPT. OF EDUCATION**

**DUDHNOI COLLEGE**

**GUIDED BY:**

**ARCHANA DEVI**

**ASST. PROFESSOR OF DUDHNOI COLLEGE**

**DEPT. OF EDUCATION**

*Checked*

*[Handwritten signature]*

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**Department of Education**

**Dudhnoi College**



**Certificate of Completion**

This is to certify that Mr/Ms ..... Mampi Bihas .....  
of BA/B.Sc/B.Com ..... 6<sup>th</sup> ..... Semester, Department... Education ..... of  
Dudhnoi College has carried out project titled A Study on Impact of Internet  
on the Social Life of Students at Dudhnoi, Goalpara and successfully completed it  
under my supervision.

Date: 15/07/2022

Place: Dudhnoi College

Supervisor: Aachana Devi

Designation: Assistant Professor



## কৃতজ্ঞতা স্বীকাৰ

পুৰাত্মী বিশ্ববিদ্যালয়ৰ অন্তৰ্গত দুৰ্বলৈ মহাবিদ্যালয়ৰ  
দ্ব্যতক অঙ্কনৰ সন্মাসিক ব্যৱস্থা পৰ্বৰ্তনৰ ফলস্বৰূপে শিক্ষা  
বিভাগৰ দ্ব্যতক তৃতীয় বৰ্ষৰ সৰ্ব সন্মাসিক পুৰ বা পৰ্বান পাঠ্যক্রম  
ত ২০২৬ কাকতৰ আন্তৰ্গত পৰিপূৰ্ণতাৰ বাবে প্ৰকল্প অৰ্থীয়া  
ব্যৱস্থান অনুৰূপে কৰা হৈছে।

সৰ্ব প্ৰকল্প অৰ্থীয়া প্ৰকৃত কৰ্মৰূপে বিভিন্ন সময়ত বিভিন্ন  
জনে অধ্যয়ন আৰম্ভ কৰিছে। প্ৰথম অৰ্থীয়া, প্ৰকল্পৰ প্ৰকৃত  
কৰ্মৰূপে নানা বৰ্ষৰ দিয়া পৰামৰ্শ আৰম্ভ কৰি দুৰ্বলৈ  
মহাবিদ্যালয়ৰ শিক্ষা বিভাগৰ অৰ্থীয়া অৰ্থীয়া আৰম্ভ কৰি  
বাহ্যিক প্ৰায় আন্তৰ্গত প্ৰায় আৰম্ভ কৰি কৃতজ্ঞতা প্ৰাপন  
কৰিছে। দ্বিতীয়ত, দুৰ্বলৈ মহাবিদ্যালয়ৰ দ্বিতীয় সন্মাসিক  
প্ৰায় - প্ৰায় পৰ্বলৈ প্ৰকল্পৰ প্ৰকৃত কৰ্মৰূপে বিভিন্ন বৰ্ষ  
অধ্যয়ন অধ্যয়ন আৰম্ভ কৰিছে বাবে অৰ্থীয়া প্ৰায় পৰ্বলৈ  
প্ৰাপন কৰিছে।

কৃতজ্ঞতা

স্বীকাৰ



Introduction পৰিচয় :- ইতিহাসে বৰুৱা হৈছে জোড়িৰ  
 সৃষ্টিবিজ্ঞানৰ এক মৌলিক পদক্ষেপ। গতিকে ইতিহাসেৰে বিস্ময়-  
 বিস্তাৰিতভাৱে অৱশ্যেৰে জাপাত সৃষ্টিবিজ্ঞানৰ বিস্ময় জনাতো  
 জোৰস্বৰ্ণ। সৃষ্টিবিজ্ঞান হৈছে মানৱ জীৱনৰ দৈনন্দিন কাৰ্যত  
 বিজ্ঞানগোষ্ঠত জ্ঞানৰ প্ৰয়োগ কৰাৰে বুজায়। বিজ্ঞানে উদ্ভাৱন  
 জায় জোড়িৰ কৰা বিস্তৃত জ্ঞান, তথ্য, কল্প, ধৰ্ম্মপাতি, জা-  
 সঁজুলি ইত্যাদি কোনো বাস্তৱ সমস্যা সমাধান কৰাৰ বাবে  
 ন্যূনতম কোনো বস্তু বা জোৰা দাবৰ বাবে বাস্তৱ ক্ষেত্ৰত প্ৰয়োগ  
 কৰা বিজ্ঞানকে সৃষ্টিবিজ্ঞান বোলা হয়।

A Hierarchy (1973) ৰ মতে, "সৃষ্টিবিজ্ঞান হৈছে  
 জীৱনৰ সৃষ্টিৰ প্ৰণয় কৰাৰ বাবে ব্যৱহাৰ কৰা জোড়িৰ জোৰ  
 জোৰেৰে সমাধি।"

মানৱৰ জীৱন সৃষ্টিবিজ্ঞানৰ সৃষ্টিবিজ্ঞানৰ বিস্তাৰ  
 কৰাৰে হৈছে সৃষ্টিবিজ্ঞান। ইতিহাসেৰে 'শিক্ষা'  
 আৰু 'সৃষ্টিবিজ্ঞান' দুই কৰ্মেৰে একেৰেৰে জোৰেৰে জোৰে  
 কৰি জোৰি কৰা পঢ়াৰে যে, জোৰ - শিক্ষকৰ শিক্ষণ - শিক্ষণ  
 সৃষ্টিবিজ্ঞানৰ বিজ্ঞানভিত্তিকভাৱে সৃষ্টিবিজ্ঞান কৰি জোৰা বিস্ময়ে হৈছে  
 শিক্ষা সৃষ্টিবিজ্ঞান। অধুনিক শিক্ষা সৃষ্টিবিজ্ঞানত ব্যৱহৃত  
 সঁজুলি সমূহ হ'ল: সাজুৰে, টেপে ৰেকৰ্ডাৰ, টি.ভি, ৰেডিঅ',  
 কম্পিউটাৰ, ইতিহাসেৰে জোৰেৰে বিস্ময়েৰে সৃষ্টিবিজ্ঞান জোৰে

S.S. Kulkarni ৰ মতে, "শিক্ষা - সৃষ্টিবিজ্ঞান  
 ৰ জোৰেৰে দি কৰা পঢ়াৰে যে, ই হৈছে বিজ্ঞান জোৰেৰে জোৰেৰে  
 বিজ্ঞানৰ নীতি জোৰেৰে জোৰেৰে জোৰেৰে শিক্ষাৰ সৃষ্টিবিজ্ঞানত  
 কৰা এক প্ৰয়োগ ব্যৱহাৰ।"



সম্ভাব্যতা বিজ্ঞানত ব্যৱহৃত য়ক প্ৰত্যক্ষ পূৰ্ণ অঙ্গুলি হৈছে  
 ইণ্টাৰনেট। যোগাযোগ সম্ভাব্যতা বিজ্ঞানত ইণ্টাৰনেট হৈছে কেন্দ্ৰীয়  
 বিষয় স্বৰূপ। ইণ্টাৰনেট কম্পিউটাৰ নেটৱৰ্ক য়ক বিশ্বব্যাপী  
 ব্যৱহৃত। ইণ্টাৰনেট 'Interconnection of Network' শব্দবোৰটোৰ  
 সংক্ষিপ্ত আৰু আনুমানিক ব্যৱহাৰৰ মত 'Internet'  
 শব্দটি গঠিত হৈছে। বহুল অৰ্থত, ইণ্টাৰনেট পৃথক কম্পিউটাৰ  
 সিস্টেম য়ত আন্তঃস্থ কম্পিউটাৰ সিস্টেম আনুৱৰ্তেৰ অংগ  
 হৈছে, যিখন অৱস্থায় যেনে হাবৰ আদি সংলগ্ন হৈ আছে  
 হৈছে বা আন্তঃস্থ কম্পিউটাৰ য়দি কোনো সূচী মধ্যমেৰে  
 পৰস্পৰে সংলগ্ন হৈছে আৰু ইণ্টাৰনেট বহু কম্পিউটাৰ  
 য়ক কম্পিউটাৰ নেটৱৰ্ক বুলি কোৱা হয়। সূচীকে সূচী  
 কম্পিউটাৰ। নেটৱৰ্কৰ অংগত অৱস্থায় বিশ্ব নেটৱৰ্ক সংলগ্ন  
 হয় ব্যৱহৃত ইণ্টাৰনেট বুলি কোৱা হয়। অংগত অৱস্থায়  
 অংগৰ বিভিন্ন সূচী আৰু আন্তঃস্থ নেটৱৰ্কৰ সমষ্টি হৈছে  
 ইণ্টাৰনেট।

বিংশ শতাব্দীৰ শেষৰ দশকত ইণ্টাৰনেটৰ  
 প্ৰচাৰক হয় আৰু ইয়াৰ আন্তঃস্থ আৰু বিশ্বব্যাপী  
 ইয়াৰ সূচীৰ ইন্টাৰনেট বৃদ্ধি পায় যে, আন্তঃস্থ ইণ্টাৰনেট  
 আন্তঃস্থ য়ক অংগত চলি আছে নোহোৱা হৈ পৰিছে।  
 আন্তঃস্থ দিনেদিনে  
 জৰিয়তে অংগত কম্পিউটাৰ-নেটৱৰ্ক ইণ্টাৰনেটৰ  
 অংগত অংগত হোৱা  
 হৈছে হয়। বিশ্ব মানৱতাবি বহিৰভাৱে  
 আন্তঃস্থ অংগত অংগত অংগত অংগত  
 ইণ্টাৰনেট ব্যৱহৃত প্ৰথম  
 কম্পিউটাৰ বিজ্ঞান



পৰিচালনা ব্যৱস্থাত কোনো বৰ্ণৰ বাৰ্হি - বাৰ্হিতা, আনুগত্য  
আৰু নীতি - নিৰ্ধাৰ স্নতি স্নতিস্তাবহুতাৰ ভাব নাথাকে।

আনহাতে, বৰ্তমান সময়ত শিক্ষার্থীসকল  
ইন্টাৰনেটে আটাইতকৈ বেছি আকৃষ্ট। ইন্টাৰনেটৰ অৰ্থাৰ্থিক  
ব্যৱহাৰে ছাত্ৰ-ছাত্ৰীৰ ব্যক্তিগত জীৱনৰ লগতে আত্মজিক দিম্বৰ  
শ্ৰেণ্যতো আৰু প্ৰভাৱ পেলাব পাৰে। ইন্টাৰনেটৰ অৰ্থাৰ্থিক ব্যৱহাৰে  
ছাত্ৰ-ছাত্ৰীয়ে কাৰ্য্যৰণত দিনান্দিহ জীৱনত বৰ্হি নপাৰা বহুতো কাম-  
কাজ, খেলা - বীনা ইত্যাদি বিভিন্ন বৰ্ণৰ স্নয়াজনীয় বৰ্হিৰ দৰা বিৰত  
ৰাখে। কাৰ্য্যৰণত আৰ্হিকালৰ ছাত্ৰ-ছাত্ৰীয়ে ইন্টাৰনেটে মোহ খোলে  
জাৰ্হি পায়, মাৰ মনত ছাত্ৰ-ছাত্ৰীৰ পঢ়া - পুনাৰ স্নতি স্নানোযোগ-  
স্বক্ৰাৰ বৰ্হি হোৱা হুমা গৈছে। আত্মজিক অনুষ্ঠান - উৎসৱতো  
ছাত্ৰ - ছাত্ৰীসকলে / ল'ৰা - ছোৱালীয়ে ভাগ ল'বলৈ কোনো বৰ্ণৰ  
উৎসৱ নেহুৰায়। ইন্টাৰনেটৰ অৰ্থাৰ্থিক ব্যৱহাৰ ফলত ছাত্ৰ-ছাত্ৰী-  
সকলৰ হু আৰু অগৰ্হিৰ মাৰ্হি ৰ্হতি হোৱা হুখিবলৈ স্নাৰা-  
গৈছে। ইন্টাৰনেটৰ ব্যৱহাৰৰ ফলত আত্মজিক মাও স্নাৰ দিবলৈ  
হেৰ্হিলোকে পাৰ্হি যায়। ইন্টাৰনেটে অতলয় মাৰ্হিল চাই চাই মাৰ্হিত  
বহুতো পথ হুৰ্হিনো হোৱা হুমা যায়। বহু সময়ত ইন্টাৰনেটৰ  
স্নাৰিত হুৰা ব্যাৰ্হিৰ স্নাৰত স্নাৰত নানা বৰ্ণৰ অ-ধৰ্হ  
হোৱাত হুমা যায়। পাৰ্হিক ইন্টাৰনেটৰ ভেল আৰু স্না হুমাটো  
দিৰ্হি আছে। জাৰ্হি ইমাৰ ভেল দিম্বাৰ স্নাৰ বৰ্হি স্না  
দিৰ্হি স্নাৰ স্নাৰ বৰ্হি নামে। ইমাৰ বাৰে ছাত্ৰ-ছাত্ৰীসকলৰ  
ইন্টাৰনেটৰ ব্যৱহাৰ বৰ্হিৰ দিম্বাৰ ভোগতে স্নেনহুৰ ইন্টাৰনেটৰ অদ  
ব্যৱহাৰ স্নোগে উপহুত হুৰ পাৰ্হি হেৰ্হি বিমা- স্নান স্নান বৰ্হি নামে  
হেৰ্হিমাৰ হেৰ্হিলোকে নিৰ্হ জীৱনৰ লগতে স্নাৰ্হিৰ চ্নিতিৰ পথত

আপনারই লেখা যাওয়া।



## Review (পুনঃনিবন্ধন) :

① *Imvighreghweta & Igeve (2014)* তেওঁলোকৰ অৰ্থশৈলীৰ হেতু হৈছে যে বিদ্যুৎ-শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ আৰু জল-শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। কিন্তু অৰ্থশৈলীৰ হেতু হৈছে যে অৰ্থাৰ্থিক শক্তিৰ প্ৰতি আস্থাৰ সৈতে ব্যৱহাৰ কৰা আৰু প্ৰকৃতিৰ কাৰ্যত উন্নতি দিয়াৰ বাবে শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। লিখকৰ মতে শক্তিৰ ব্যৱহাৰ বৃদ্ধি হৈছে যে শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়, লক্ষ্য হৈছে শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়।

② *Jackson, Eye & Biocca (2003)* হৈছে যে শক্তি-ব্যৱহাৰ সময় 30 মিনিটত অধিকৃত হয় আৰু অৰ্থাৰ্থিক আৱশ্যকতকৈ অধিক শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। তেওঁলোকৰ অৰ্থশৈলীৰ হেতু হৈছে যে শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। লক্ষ্য হৈছে শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়। শক্তিৰ ব্যৱহাৰ বৃদ্ধিৰ বাবে ব্যৱহাৰ কৰা হয়।



প্ৰকাশ কৰিছিল যে চিহ্নিত কৰি শিক্ষার্থীসকলৰ ওপৰত উচ্চ  
শিক্ষাৰ ইচ্ছাৰে ব্যৱহাৰ কৰা।

(iii) Bischoff. Et. Al (2010) উল্লেখ কৰিছিল যে ইন্টাৰনেটৰ  
প্ৰসাৰ শিক্ষার্থীসকলৰ শৈক্ষিক আৰু সামাজিক জীৱনত গুৰুত্বপূৰ্ণ  
ভূমিকা গৈছে আৰু বৰ্তমান কৰিছিল। তেওঁলোকে যুক্তি দিছিল যে জাতীয়  
প্ৰাথমিক স্কুলত প্ৰশাসনিক পাঠ্য প্ৰদান কৰিবলৈ ইন্টাৰনেট উপযোগী  
প্ৰণালী। ইয়া সত্বেও তেওঁলোকে উল্লেখ কৰিছিল যে ইন্টাৰনেট শিক্ষার্থীসকলৰ  
শৈক্ষিক, ব্যক্তিগত আৰু সামাজিক জীৱনত ঘৰ্ষণৰ স্তৰ  
প্ৰকাশ। তেওঁলোকে উল্লেখ কৰিছিল যে ইন্টাৰনেটৰ ব্যৱহাৰ বিশ্ববিদ্যালয়ৰ  
শিক্ষার্থীৰ শৈক্ষিক আৰু সামাজিক জীৱনত প্ৰভাৱিত  
কৰা। শৈক্ষিক আৰু সামাজিক জীৱনত ইন্টাৰনেটৰ গুৰুত্বপূৰ্ণ  
ভূমিকা দ্বাৰা প্ৰকাশিত হয়। ইয়াৰ পাৰ্শ্বত শৈক্ষিক আৰু সামাজিক চিহ্নিত  
ৰ দ্বাৰা প্ৰকাশিত হয়। ইয়াৰ আৰম্ভণিৰ আৰম্ভণি কৰিছিল যে  
যদি শিক্ষার্থীসকলে সামাজিক মাধ্যমত অৱস্থিত উদ্ভাৱিত  
আৰু গুৰুত্বপূৰ্ণ কৰা, চিহ্নিত কৰা আৰু ইয়াৰ ফলত  
বিশ্ববিদ্যালয়ৰ শিক্ষার্থীৰ দ্বাৰা ইন্টাৰনেটৰ গুৰুত্বপূৰ্ণ  
ভূমিকাৰ সামাজিক কাৰ্যকলাপ স্থাপন কৰা।

(iv) Saha & Guha (2019) লক্ষ্য কৰিছিল যে যুৱ প্ৰজন্মৰ  
মাজত সোশ্যাল মাধ্যমৰ অধিক ব্যৱহাৰ ইন্টাৰনেটৰ ফলত প্ৰকাশিত হৈছে।  
সেইদৰে শিক্ষার্থীসকলে ইয়াৰ পাৰ্শ্বত প্ৰতিদিনে ক্ৰমশঃ বৃদ্ধি  
ইন্টাৰনেট ব্যৱহাৰ কৰা। ইন্টাৰনেট আৰু চিহ্নিত শিক্ষাৰ ব্যৱহাৰ  
শিক্ষার্থীসকলৰ সামাজিক জীৱনত ইতিবাচক আৰু নেতিবাচক দুয়ো



বৰিণৰ প্ৰভাৱ প্ৰকাশ্য। মোমায়েক আৰু বাৰি আনাতৰ বাবে  
 ইটোৱলৈ ব্যৱহাৰ কৰা হয়। কৃতিত্বাৰ ইটোৱলৈ পৰি ব্যৱহাৰ  
 ৰ ফলত শিক্ষাৰ্থী সকলৰ মাত্ৰ অক্ষয় আৰু কৃষ্ণ  
 হয়। এই অৰ্থনৈতিক প্ৰকৃতিৰ অস্থায়ী উন্নতি কৰিলে যে ইটোৱলৈ  
 আৰু সামাজিক আৰু ব্যৱহাৰ স্বাভাৱিক জীৱন লৈ ঘাঘ  
 আৰু শিক্ষাৰ অংশীদাৰ হৈছে।

(v) Talbot, Atae, Gecji & Aghaei (2017) কামিত  
 দিয়াৰ যে ইটোৱলৈ ব্যৱহাৰ শিক্ষাৰ্থী সকলৰ আবেগাত  
 আৰু প্ৰভাৱ প্ৰকাশ্য। কৰল আচৰণেই অক্ষয়,  
 ইটোৱলৈ ব্যৱহাৰ কৰিলে ব্যক্তিগত, সামাজিক, বাচনৈতিক,  
 অৰ্থনৈতিক আৰু শিক্ষিক জীৱনক বৰি মানৱ জীৱন  
 সকলো দিকৰ ওপৰত ঘাঘ প্ৰভাৱ প্ৰকাশ্য। এই অধ্যয়ন  
 গ্ৰন্থলৈ ব্যৱহাৰ কৰি, শিক্ষাৰ্থী সকলে আনৰ সৈতে  
 মোমায়েক কৰিব পাৰি, অৰ্থনৈতিক জ্ঞান কৰিব পাৰে,  
 সামাজিক পৰিঘটনা ব্যক্তিগত প্ৰভাৱ। কিন্তু অধ্যয়ন  
 ইটোৱলৈ ব্যৱহাৰ শিক্ষাৰ্থী সকলৰ জীৱনত প্ৰভাৱ প্ৰকাশ্য  
 প্ৰকাশ্য। অক্ষয়, কৃষ্ণ আৰু শিক্ষিত, নিৰক্ষয়,  
 যেন সামাজিক বন্ধন আৰু আৰ্থিক অধ্যয়ন পৰি  
 ইটোৱলৈ ব্যৱহাৰ ফলত হয়।

Objectives :- শিক্ষার্থীদের সামাজিক জীবনও

কর্তাবলম্বী স্বভাব বিকশিত অর্থাৎ সুস্থিত চরিত্র গঠন

কল্প -

① শিক্ষার্থীৰ জীবনও কর্তাবলম্বীৰ উপস্থাপিত  
বিষয়ে অর্থাৎ ।

② শিক্ষার্থীৰ জীবনও কর্তাবলম্বীৰ স্বভাব গোৰ

কু- স্বভাবৰ বিষয়ে অর্থাৎ ।



## Research Question :-

① শিক্ষার্থীর জীবনত ইতিবাচক উপস্থিতির উপস্থাপনা  
কোন?

② শিক্ষার্থীর জীবনত ইতিবাচক উপস্থিতির বিনামূল্যে  
কোন বিনামূল্যে সুরক্ষার পরিবেশিত প্রশ্ন ? ✓

## Significance of the Study :-

অনুসন্ধানমূলক অধ্যয়নৰ বিষয়টো কলম শিক্ষার্থীৰ সামাজিক জীৱনত ইতিবাচনেৰে ফলপ্ৰসূত্বৰ সূত্ৰৰ সন্ধানত আৰু বিষয়ে জ্ঞানোচনা কৰি তোলা, বৰ্তমান সময়ত সৰ্ব্ব বিষয়টোৰ সন্ধানজনীয়তা অৰ্হিত্যবিকি। বৰ্তমান শিক্ষার্থী সকলৰ সামাজিক জীৱনৰ লগত ইতিবাচনেৰে প্ৰভাৱত্ব অপৰিণাম। ই তেওঁলোকৰ সামাজিক জীৱনত বহুখোৰ পাৰফল্য কৰাত সহজি কৰে, আৰু লগতে বিদ্যালয়ত শিক্ষাৰ সন্ধানৰ সহজি কৰি তোলা। আত্মত্ব ইয়াক তেওঁলোকৰ সন্ধানজনীয়তা আৰু আনত্ব অনুভৱি ব্যৱহাৰ কৰে।

শিক্ষার্থী সকলৰ সামাজিক জীৱনত ইতিবাচনেৰে বহুখোৰ লাভোলাও আছে। তাৰে কিছুমান ক্ৰমত উল্লেখ কৰা কলম -

(1) ব্যৱস্থাপনক আৰু স্থানত শিক্ষণ

শিক্ষাৰ প্ৰক্ৰমত আনত্বকৈ বেছিৰ ব্যৱস্থাপনত ইয়া বহু। ইতিবাচনেৰে শিক্ষার্থীৰ সামাজিক জীৱনত শিক্ষাৰ কালত ইয়াও কৰে। ই 'ভিত্তিক' (যেনে ইতিবাচন তিষ্ঠোঁবিয়ল তিষ্ঠোঁ) আৰু ইয়া তিষ্ঠোঁবিয়লৰ জৰিয়তে শিক্ষা-সন্ধান কৰে যি



সকলোৰে বাবু হালতে জোৰ ব্যয় কাৰ্যকৰণ।

I) শিক্ষার্থী - শিক্ষক জোৰ সন্তোষৰ বাৰ্তালাপ

ইতিমধ্যে শিক্ষার্থীসকলক আনন্দিত  
কৰিবলৈ, মোচৰিও জোৰ হাতে ধৰাধৰ কৰিবলৈ  
শিক্ষক বা জোন সন্তোষৰ হাতে নিৰন্তৰ  
ধোয়াধোয়া বাধিবলৈ অনুমতি দিবলৈ কৰিবলৈ।

আনন্দিত সকলো বিদ্যালয়ত শি্ষকৰ সন্তোষ  
দাৰ্শনিক বিদ্যা শিক্ষক জোৰ বিদ্যালয় কৰ্তৃপক্ষৰ হাতে  
বাৰ্তালাপ কৰিব লৈমতে ধোয়াধোয়া কৰিব পাৰি।

III) শি্ষকৰ সন্তোষ শিক্ষার্থীৰ আনন্দিত  
কৰিবলৈ আনন্দিত কৰিব বন্ধা

অন্য হৈছে আনন্দিত কৰিবলৈ  
শি্ষক ইতিমধ্যে আনন্দিত কৰিবলৈ, পাৰিতো বিদ্যালয়  
বাবু সন্তোষ পাৰিমাণৰ জোৰ হৈলৈ জোৰে ই শিক্ষার্থী  
আনন্দিত কৰিবলৈ আনন্দিত শিক্ষার্থীৰ সন্তোষে শিক্ষার্থী  
সন্তোষ হাতে আনন্দিত কৰিব বন্ধা।

## Area of the study : অৰ্ঘ্যমন্ডলৰ চাৰিওফাল :

অৰ্ঘ্যমন্ডলৰ বাবে লোৱা " অক্ষাংশীকালৰ সামগ্ৰিক অধিকতৰ  
ইন্ডাষ্ট্ৰিয়ে প্ৰণয় " পুৰ্ব বিষয়টো চুৰ্শিৰে অধ্যয়নত উপস্থিত থকা  
আজকালৰ দ্বিতীয় শতাব্দীৰ জাহাজ-চালকীকালৰ আৰ্হিত পুন  
ৰ্ৰণৰ ইন্ডাষ্ট্ৰিয়ে প্ৰণয় বাৰিহু গৈৰী বিষয় অৰ্ঘ্যমন্ডল বন্ধা হৈছে।

চুৰ্শিৰে অধ্যয়নত প্ৰায় ১০০ বিঘাৰ জেও উল্লেখ কৰা

ক্ৰম -

(i) অৱস্থিতি : অক্ষমণ্ডল প্ৰধান জিলা ক্ৰম আমাৰ পোৱাল পাৰা  
জিলা। পুৰ্ব পোৱাল পাৰা জিলাৰ উত্তৰত চুৰ্শিৰে নামৰ গাঁৱখনত  
অৱস্থিত চুৰ্শিৰে অধ্যয়নত। পোৱাল পাৰা চহৰৰ পৰা প্ৰায় 30k.m.

(ii) চাৰিওফাল : চুৰ্শিৰে অধ্যয়নত চাৰিওফাল হৈছে পূবে বৰুৱাশি,  
পশ্চিমে ব্ৰহ্মপুৰ, উত্তৰে মাটিয়া আৰু দক্ষিণে দামৰা।

(iii) অনুষ্ঠান - স্থাপত্য : বৰ্তমান চুৰ্শিৰে অক্ষমণ্ডল অৱস্থা  
প্ৰায় উন্নত বুলি ক'ব পাৰি। ইয়াত চাহ - চাহৰ অনুষ্ঠান-  
স্থাপত্য বহুতো গঢ়ি উঠি দেখা যায়। বিভিন্ন অক্ষমণ্ডল,  
প্ৰাক, চাহৰ, চিকিৎসালয়, চাহ-চাহৰ বিভিন্ন দোকান  
পোষণৰ চুৰ্শিৰেখন অধি আছে। চুৰ্শিৰে অক্ষমণ্ডলো অক্ষমণ্ডল,  
অৰ্ঘ্যমণ্ডল, সামগ্ৰিক প্ৰধানত ইন্ডাষ্ট্ৰিয়ে আৰু  
পাৰি।



## Methodology :

পাঠ্যসূচী পদ্ধতি হৈছে পাঠ্যসূচী কৰাৰ সৎপৰি সূক্ষ্মতাৰ বাবে সূক্ষ্ম আনুষ্ঠানিক কৰ্ম। বিভিন্ন প্ৰকাৰৰ পাঠ্যসূচীত বিভিন্ন পদ্ধতি ব্যৱহাৰ কৰা হয় আৰু কৰ্মটো আৰম্ভণাত পাঠ্যসূচী ডিজাইন, তাৰে সৎপৰি আৰু তাৰে বিকল্পণ অন্তৰ্ভুক্ত কৰাৰ বাবে বিবেচনা কৰা হয়। পাঠ্যসূচী পদ্ধতিয়ে অৱশ্যে কৰিব বিচাৰে : পাঠ্যসূচী অৱশ্যে কিয় কৰা হৈছে, পাঠ্যসূচী সন্তৰ্ভাৰটো কেনেদৰে সন্তৰ্ভাৰিত কৰা হৈছে, কেনেদৰে আৰু কিয় অনুমান কৰা হৈছে কি সন্তৰ্ভাৰ কৰা হৈছে আৰু কি নিৰ্দিষ্ট পদ্ধতি গ্ৰহণ কৰা হৈছে, সন্তৰ্ভাৰ বিকল্পণ কৰাৰ বিকল্প-লক্ষণ কিয় ব্যৱহাৰ কৰা হৈছে আৰু আৰম্ভ পাঠ্যসূচী সন্তৰ্ভাৰ বা অৱশ্যে সন্তৰ্ভাৰ পাঠ্যসূচী পদ্ধতি কৰা কৰ্ত্ত্ব আৰম্ভণত সন্তৰ্ভাৰ আৰু সন্তৰ্ভাৰ সন্তৰ্ভাৰ সন্তৰ্ভাৰ দিহা হয়।

সন্তৰ্ভাৰ সন্তৰ্ভাৰ, পাঠ্যসূচী সন্তৰ্ভাৰ পাঠ্যসূচী কি কৰি আৰু তাৰ সন্তৰ্ভাৰ দিহা পাঠ্যসূচী পদ্ধতি-ব্যৱহাৰ কৰা হয়। সন্তৰ্ভাৰ সন্তৰ্ভাৰ কৰিবলৈ আৰু পাঠ্যসূচীৰ কৰ্ম আৰম্ভণত, পাঠ্যসূচী পদ্ধতিয়ে

অধিকাৰ প্ৰদত্ত কৰে । গৱেষকৰ কামৰূপৰ প্ৰসংগিতকৈ আৰু বাবে  
 হ'ল পাৰিকল্পনা প্ৰদত্ত কৰাৰ বাবে গৱেষনাৰ কামৰূপৰ  
 প্ৰসংগিতকৈ তাৰে কৰাৰ ক্ষমতা । শুধুৰি গৱেষনা পদ্ধতিয়ে  
 গৱেষককো তেওঁৰ নিৰ্দিষ্ট অনুসন্ধানৰ ফলক আনুভৱিত আৰু  
 অক্ষিণ হ'বলৈ নিৰ্দিষ্ট দিছে । যুক্তিৰূপে সমগ্ৰত  
 গৱেষনা আৰু গৱেষনাৰ বিষয়ৰ লক্ষ্য অৰ্থাৎ সমগ্ৰত হ'লে  
 নহ'ব । ই গৱেষনাৰ উদ্দেশ্য আৰু প্ৰাৰম্ভৰ লক্ষ্য প্ৰশ্নক হয় ।  
 কিন্তু প্ৰাৰম্ভৰ উদ্দেশ্য পদ্ধতি প্ৰশ্ন কৰি ইয়াত প্ৰাপ্ত কৰি  
 লোৱাৰি ।

বিষয়টো বাছনি কৰা আৰু গৱেষনা কৰাৰ লক্ষ্য  
 আৰম্ভ কৰি , গৱেষনা পদ্ধতিয়ে গৱেষকক আঁকি পথত চলিত  
 কৰে । সমগ্ৰ গৱেষনা পাৰিকল্পনাটো আঁকি গৱেষনা পদ্ধতিৰ  
 বাৰম্বাৰ প্ৰশ্নত আঁকিৰিত । শুধুৰি গৱেষনা পদ্ধতিৰ জৰিয়তে,  
 বাহ্যিক পাৰিৱেশ আঁকি গৱেষনাৰ উদ্দেশ্য নিৰ্ধাৰণ কৰাৰ  
 প্ৰশ্নত প্ৰাৰম্ভৰ বাৰম্বাৰ প্ৰদান কৰি গৱেষনা পথে কৰে,  
 তাৰ নিছত আহিলা হ'লিওঁপা, আৰম্ভকৰ বা প্ৰক্ৰিয়াৰ  
 ফলাফলৰ জৰিয়তে বাছনি কৰা বিপ্লৱৰ প্ৰশ্নত আঁকিৰিত  
 কৰি শুধু গৱেষনাৰ দ্বাৰা বাৰম্বাৰ প্ৰাপ্ত কৰা হয় আৰু কৈয়াত  
 সমাপ্ত কৰা হয় ।



## Method of the Study :-

অৰ্থশাস্ত্ৰৰ বাবে উন্নত সঁজুলি  
কৰিবলৈ 'Descriptive Survey Method' ব্যৱহাৰ কৰা  
হৈছে।

Descriptive Method বা বৰ্ণনামূলক  
গৱেষণা হৈছে এক প্ৰকাৰৰ গৱেষণা যি অৰ্থশাস্ত্ৰ  
কৰি জনসংখ্যা, পৰিস্থিতি বা পৰিঘটনা বৰ্ণনা  
কৰে। ই কিয়, কি, কেতিয়া আৰু ক'ত প্ৰশ্ন কৰে।  
যদি গৱেষণাৰ সন্মত হয়, কিয় তাৰ উত্তৰ দিয়াৰ  
উপৰত গুৰুত্ব দিহে। ইয়াৰ উদ্দেশ্য কাৰণ হৈছে গৱেষণাৰ  
সন্মত প্ৰশ্নৰ উত্তৰ কিয় আছে সেইটো  
অনুসন্ধান কৰাৰ জৰিয়তে কি সন্মতকৈ সঠিকভাৱে  
বুজোৱা গুৰুত্ব পূৰ্ণ।

Population :- জনসংখ্যা অর্থাৎ কোটী লোক

বিজ্ঞানভিত্তিক তথ্য সন্ধানার্থে কোটী লোক অন্তর্ভুক্ত।  
জনসংখ্যার সঠিক সন্ধানার্থে ১৯৩৩ বাঙ্গা লোক তথ্য

গোষ্ঠী : সন্ধানার্থে লোক সন্ধানার্থে ব্যক্তিগত সঠিক  
গোষ্ঠী সন্ধানার্থে সন্ধানার্থে লোক।

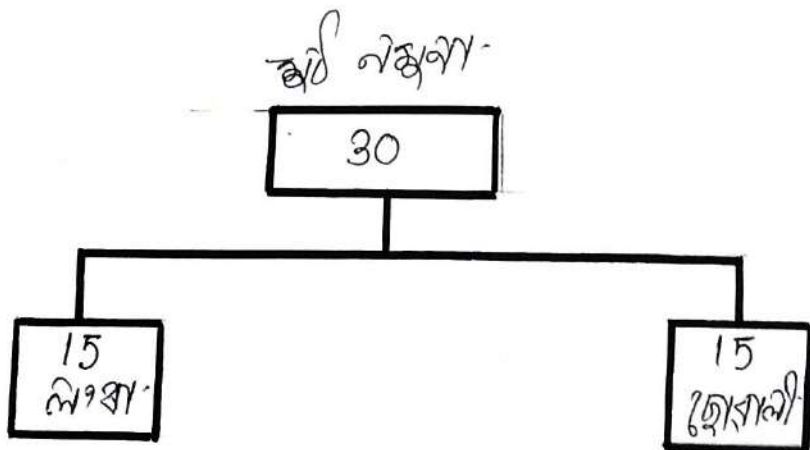
সঠিক সন্ধানার্থে বাঙ্গা লোকসংখ্যা  
সন্ধানার্থে সন্ধানার্থে সন্ধানার্থে সন্ধানার্থে লোক  
৩০ সন্ধানার্থে সন্ধানার্থে সন্ধানার্থে সন্ধানার্থে লোক।



Sample :- নক্ষত্র সঠক ডাঙৰ পোৰে সঠকৰ

নিষ্কলনযোগ্য আংকাৰণ বুজায়। সঠক সঠক উপআংকতি  
সংত বৃত্তৰ অনসংখ্যক বৈশিষ্ট্য আছে। সঠক নক্ষত্র  
আমুপকি ডাঙৰ অনসংখ্যক সঠকনিবন্ধি কৰি নামে ডাঙৰ  
সঠক নিদিষ্ট ৭৩৭ৰ সঠক সঠকো বস্তুপাতিত্ব সঠকফলিত  
বকল।

সঠক সঠকনিৰ্ভৰ বাবে সঠক 30 গৰাকী  
আমু - আমুপকি নক্ষত্রা সঠকপে লোৰা সঠক সঠক 15 জন  
লোৰা আৰু 15 জনী ছোৰালী।



84. Tools :- গাঁড়ুলি বৈধে ঘিৰুনা গাঁড়ুলি বা গৰল  
 গাঁড়ুলি দ্বাৰা আমি আমাৰ কাঠৰ বৰি সুক নিদিৰি  
 সুক সুকাৰৰ কাম কৰিবলৈ ব্যৱহাৰ কৰোঁ। গাঁড়ুলি  
 গৰল অৰ্থাৎ সৰু সৰু পুৰুষৰ সৰু সৰু  
 পুৰুষৰ সৰু সৰু কৰিবলৈ প্ৰয়োজন হোৱা তথ্য গৰল  
 প্ৰয়োগৰ বৰাত গৰল কৰ।

অৰ্থাৎ সৰু সৰু ব্যৱহাৰ কৰা গাঁড়ুলি বা গৰল

- যেনে —
- ① প্ৰস্ফাৱনী
  - ② গাৰল কৰা প্ৰয়োজন অনুযায়ী।

প্ৰস্ফাৱনী - প্ৰস্ফাৱনীৰ পৰিষ্কাৰ দ্বাৰা সৰু সৰু  
 পুৰুষৰ সৰু সৰু কাম কৰিবলৈ ব্যৱহাৰ কৰা  
 গৰল কৰা দিহে গাৰল কৰা কৰ। গৰল কৰা  
 প্ৰয়োজন - স্ব-প্ৰতিবেদন বা স্ব-প্ৰয়োগ পদ্ধতি। জেন-গাৰল  
 তথ্য সৰু কৰিবলৈ গাৰল কৰা কৰ। গৰল  
 কৰা কৰা গৰল কৰা গাৰল কৰা কৰ।

বৰ্তমান জৰ্মানৰ বাবে স্ব-গাৰল

সৰু ২০ টা পুৰুষ গাৰল কৰা প্ৰয়োজন প্ৰস্ফাৱনী ব্যৱহাৰ কৰা  
 বৈধ।



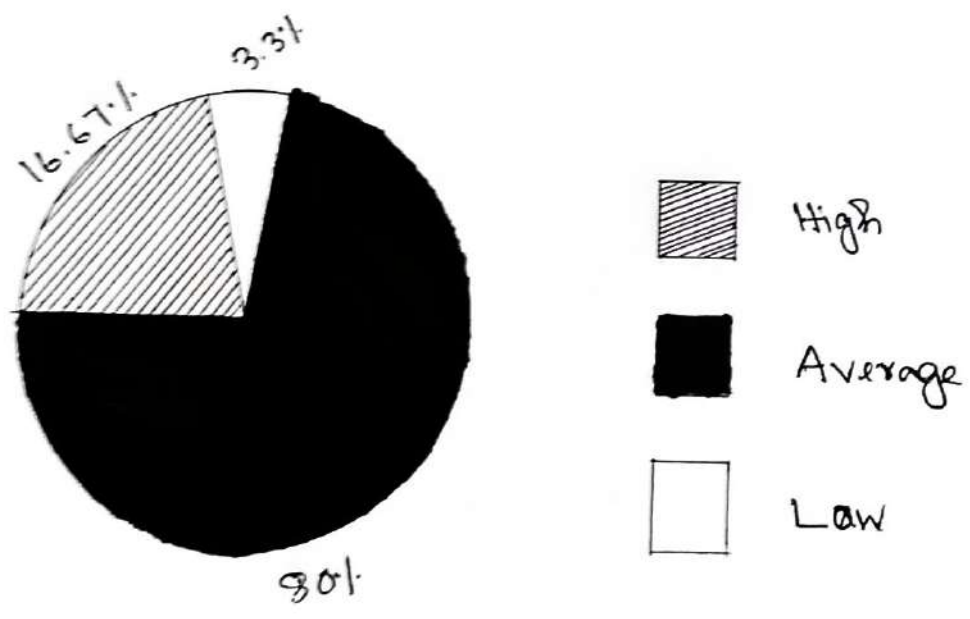
## Data Analysis And Interpretation :-

Objective NO-1 :- শিক্ষার্থীর ধারণা ও ইতিবাচকতার উপস্থাপিত  
বিষয়-ভিত্তিক ।

তালিকা নং ২

Level	No of Responses	Percentage of total Responses
High 8-10	5	16.67 %
Average 4-7	24	80 %
Low 0-3	1	3.33 %

তালিকা নং ২ ব তথ্যমিতি চিত্র আকারে প্রদর্শিত হইল -





Interpretation :-

তালিকা নং ২ ৰ পৰা দেখা গৈছে যে, 16.67 মণ্ডাৰ জল-জলীয় ইন্টাৰনেটৰ উপযোগীতা অকা বুলি উচ্চ ডুবত অত স্নকাম্ব কৰা আৰু ৪০ মণ্ডাৰ জল-জলীয় গড়ে ডুব আৰু কেবল 3.33 মণ্ডাৰ জল-জলীয় নিম্ন ডুবৰ মনোভাৱ অকা দেখা গৈছে।

সংগ্ৰহিত অথবা বিক্ৰমণৰ পৰা অনুমান কৰাৰে দেখা পাইছে যে, গড়ে ৪০ মণ্ডাৰ জল-জলীয় ইন্টাৰনেটৰ উপযোগী বুলি কিতাবে অত স্নকাম্ব কৰিছে। গতিকে জল-জলীয় সকলো ইন্টাৰনেটৰ উপযোগী বুলি গম্ভীৰ কৰা।

Objective - 2 : শিক্ষার্থীর প্রিয়তম ইন্টারনেটের কৃ-সত্তার কৃ-সত্তার বিষয়ে তথ্যসংগ্রহ ।

তালিকা নং ২

Sl.No	Questions	Total Response of the Sample		Percentage of total Response	
		Yes	NO	Yes	NO
1	বর্তমানে ইন্টারনেটে আলি প্রিয়তম কৃ-সত্তার বিষয়ে জ্ঞান আছে কি না? জানি না? জানি নে?	30	0	100%	0%
2	ইন্টারনেটে প্রচলিত কৃ-সত্তার বিষয়ে তথ্য বাতরিত তথ্য কৃ-সত্তার বিষয়ে?	8	22	26.67%	73.33%
3	স্বাস্থ্যসংক্রান্ত তথ্য ইন্টারনেটে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	24	6	80%	20%
4	ইন্টারনেটে অধিকতর তথ্য পাওয়া যায়?	16	14	53.33%	46.67%
5	স্বাস্থ্যসংক্রান্ত তথ্য ইন্টারনেটে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	18	12	60%	40%
6	আধিকৃত তথ্য কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	5	25	16.67%	83.33%
7	ইন্টারনেটের প্রিয়তম আলি প্রিয়তম কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	21	9	70%	30%
8	ইন্টারনেটে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	9	21	30%	70%
9	ইন্টারনেটে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	23	7	76.67%	23.33%
10	ইন্টারনেটের অধিকতর কৃ-সত্তার বিষয়ে কৃ-সত্তার বিষয়ে?	26	4	86.67%	13.33%



## Interpretation :-

1) বর্তমান ইন্টারনেট মানস সীমানা সূচক অস্বাভাবিক ভাবেই পাঁচটি বুলি 100 মাতাংম ছাত্র-ছাত্রীয়ে ইতিমধ্যে মোঃ 0 মাতাংম ছাত্র-ছাত্রীয়ে মোতিমারে বুলি অও সুরক্ষা কৰে ।

2) ইন্টারনেটে সুরক্ষিত হোয়া অকল্লা ওয়া, বাওবি অদাঃ শুদ্ধ কৰা বুলি 26.67 মাতাংম ছাত্র-ছাত্রীয়ে ইতিমধ্যে মোঃ 73.33 মাতাংম ছাত্র-ছাত্রীয়ে মোতিমারে বুলি অও সুরক্ষা কৰে ।

3) মোমাআমাৰ ভেতত ইন্টারনেটে সূচক উত্তম মানস সীমানে সৰা কৰিব পাৰি বুলি 80 মাতাংম ছাত্র-ছাত্রীয়ে ইতিমধ্যে মোঃ 20 মাতাংম ছাত্র-ছাত্রীয়ে মোতিমারে অও সুরক্ষা কৰে ।

4) ইন্টারনেটে অস্বাভাবিক মানস পাৰি বুলি 33.33 মাতাংম ছাত্র-ছাত্রীয়ে ইতিমধ্যে মোঃ 66.67 মাতাংম ছাত্র-ছাত্রীয়ে মোতিমারে অও সুরক্ষা কৰে ।

5) ইন্টারনেটে অস্বাভাবিক মানস সীমানা সূচক অস্বাভাবিক কৰা বুলি 66 মাতাংম ছাত্র-ছাত্রীয়ে ইতিমধ্যে মোঃ 40 মাতাংম ছাত্র-ছাত্রীয়ে মোতিমারে অও সুরক্ষা কৰে ।

6) জ্যামিতিতে ব্যবহার করা শিক্ষার্থীদের ইন্টারনেট  
ব্যবহার করে পাঠে বালি 16.67% অথবা 10% ছাত্র-ছাত্রী  
ইতিবাচক আছে 83.33% অথবা 10% ছাত্র-ছাত্রী  
নেতিবাচক  
অথবা সন্তোষ বসে ।

7) ইন্টারনেটের মাধ্যমে জ্যামিতি জিজ্ঞাসা-সমস্যা  
সহ ব্যবহার করে পাঠে বালি 70% অথবা 10% ছাত্র-ছাত্রী  
ইতিবাচক আছে 30% অথবা 10% ছাত্র-ছাত্রী  
নেতিবাচক অথবা সন্তোষ বসে ।

8) ইন্টারনেটে ব্যবহার করে শিক্ষার্থীদের  
অনলাইন পরীক্ষার  
মাধ্যমে পাঠে বালি 30% অথবা 10% ছাত্র-ছাত্রী  
ইতিবাচক আছে 70% অথবা 10% ছাত্র-ছাত্রী  
নেতিবাচক অথবা সন্তোষ বসে ।

9) ইন্টারনেটে ব্যবহার করে শিক্ষা ব্যবস্থাকে  
আরও উন্নত করতে  
বালি 76.67% অথবা 10% ছাত্র-ছাত্রী  
ইতিবাচক আছে 23.33%  
অথবা 10% ছাত্র-ছাত্রী  
নেতিবাচক অথবা সন্তোষ বসে ।

10) ইন্টারনেটের মাধ্যমে  
অনলাইন পরীক্ষার  
মাধ্যমে পাঠে বালি 86.67% অথবা 10% ছাত্র-ছাত্রী  
ইতিবাচক আছে 13.33%  
অথবা 10% ছাত্র-ছাত্রী  
নেতিবাচক অথবা সন্তোষ বসে ।



- জালিয়া নং ২ ৰ পৰা দেখা গৈছে যে,  
 কৃষক-কৃষিকাৰ জীৱনত ইতিবাচনৈ কৃ-সংগৰ জোৰ  
 কৃ-সংগৰ দুয়োটা দিশে আছে। কিন্তু নং ৩ ৰ ক্ষেত্ৰত  
 ২০ অগাংগ কৃষক-কৃষিকাৰ ইতিবাচনৈ স্থানীয়ভাৱে বুলি বিখ্যাস  
 নম্বৰ আনহাতে ২০ অগাংগ কৃষক-কৃষিকাৰ ইতিবাচনৈক  
 স্থানীয়ভাৱে বুলি বিখ্যাস নম্বৰ। আনহাতে কিন্তু নং ১০ ৰ  
 ক্ষেত্ৰত ৪৬.৬৭ অগাংগ কৃষক-কৃষিকাৰ ইতিবাচনৈ কৃ-  
 সংগৰ অৰ্থ জোৰ ১৩.৩৩ অগাংগ কৃষক-কৃষিকাৰ কৃ-  
 সংগৰ অৰ্থ বুলি আও প্ৰকাশ কৰা।

সামগ্ৰিকভাৱে তথ্য বিক্ৰমণৰ পৰা  
 অনুমান কৰাৰে দেখা পাইছে যে শিক্ষাৰ্থী  
 জীৱনত ইতিবাচনৈ বিনামূলক আৰু বিনামূলক দুয়োটা  
 দিশে প্ৰত্যেক পাৰিলাভিত হয়।

Major Findings : অৰ্থমূল্যায়নত অনুসন্ধান কৰা

৩২৫ ছানি- ৩০০০ৰ বিলুপ্তপ্ৰায় হাৰা বৃদ্ধা- ঘাঘি  
মে: শিক্ষামণ্ডলী জীৱনত- বিটলি দিকত ইন্টাৰনেটৰ  
প্ৰভাৱ- পৰিলক্ষিত হয়। স্তৰ দিকপ্ৰাণৰ বিষয়ে-  
৩০০- ৩০০০ কৰা কাল —

① বৰ্তমান- ইন্টাৰনেট মানৱ জীৱনৰ এক অপৰিহার্য  
আৱণ্ট হৈ পৰিছে বুলি ১০০ শতাংশ ছাত্ৰ-ছাত্ৰী-  
স্বয়ং ইতিবাচক মত প্ৰকাশ কৰিছে। গতিকে ক'ব  
পাৰি যে, বৰ্তমান সমাজত ইন্টাৰনেট এক গুৰুত্বপূৰ্ণ  
ভূমিকা পালন কৰে।

② ইন্টাৰনেটৰ আৱৰ্গিক ব্যৱহাৰ সূচন মানুহক আগু  
কৰিব পাৰে বুলি ৪৬.৬৭ শতাংশ লোকে ইতিবাচক মত  
প্ৰকাশ কৰিছে। গতিকে ক'ব পাৰি যে, ইন্টাৰনেট সূচন  
মানুহক আগু কৰিব পাৰে লগতে ইয়াৰ দ্বাৰা তেওঁৰ  
ব্যক্তিগত জীৱন সামাজিক জীৱনৰ প্ৰসৰ্ত পাবে।

③ অৰ্থমূল্যায়নত ৪০ শতাংশ ছাত্ৰ-ছাত্ৰীয়ে ইন্টাৰনেটক  
প্ৰয়োজনীয় বুলি ইতিবাচক মত প্ৰকাশ কৰিছে। গতিকে  
ক'ব পাৰি যে শিক্ষামণ্ডলীৰ জীৱনত ইন্টাৰনেটৰ প্ৰয়োজনীয়  
আছে।



(iv) স্বর্গতোও নোৱাৰা গৈছে যে, আমি আজৰি সময়ত  
ইন্টাৰনেটৰে - আৰু ব্যৱহাৰ কৰিব পাৰোঁ। কিয়নো যোঁ  
সাংখ্যিক ছাৰ - ছাৰিয়ে কৰাৰ ক্ষেত্ৰত - কৃত্তিকাকে মত  
দাখা কৰিছে।

(v) অৰ্থনৈতিক দৃষ্টি গৈছে যে, জ্যৈষ্ঠকালত দুবৰঙা  
আৰু শিক্ষাৰ্থীসকলে ইন্টাৰনেটৰ ব্যৱহাৰ কৰিব নোৱাৰে।  
কিয়নো যোঁ সাংখ্যিক ছাৰ - ছাৰিয়ে নোৱাৰে বুলি মত  
দাখা কৰিছে।

Educational Implications :- ঐতিহাসিক স্মৃতির স্মৃতি

ঐতিহাসিক বিকাশের ক্ষমতা বাবে নিরুৎসাহিত আন্তর্জাতিক  
সংস্কৃতি সমন্বিত জ্ঞান - জ্ঞানী সকলের ঐতিহাসিক জীবনত  
কর্তব্যেতে প্রয়োজ্য প্রত্যেক সমস্যার বিষয়ে সত্য  
উল্লেখ করা কঠিন :-

১) ঐতিহাসিক স্মৃতিতে অধ্যয়ন সাংগঠন করিবলৈ, তাৰ  
সং ব্যৱহাৰ কৰিবলৈ আৰু তাৰ অধ্যয়নে নতুন  
নতুন উদ্ভাৱন কৰিবলৈ জ্ঞান-জ্ঞানী সকলোক অধ্যয়ন  
কৰিব ।

২) ঐতিহাসিক কৰ্মসূচীৰ আৰু কৰ্মসূচীৰে প্ৰদৰ্শন  
প্ৰধান দ্বৈতিক শিক্ষাৰ পাৰিৱৰ্ত্তে জ্ঞান-জ্ঞানীৰ জ্ঞান -  
প্ৰতিষ্ঠা, আৰু - অন্তৰ্জ্ঞান, নতুনৰ জ্যেষ্ঠ সাংগঠন  
আৰু জ্ঞান যোগে নতুন জ্ঞান উদ্যানে প্ৰতিষ্ঠাত গুৰুত্ব  
প্ৰদান কৰিব ।

৩) ঐতিহাসিক স্মৃতিতে কৰ্মসূচীৰে যোগাযোগ ব্যৱহাৰে  
জ্ঞান বিপ্লৱবিদ্যালয়ৰ লক্ষ্যত বৈদিক জ্ঞান - প্ৰদান  
ৰ বাবে স্থান কৰাত অধ্যয়ন কৰিব ।



(iv) ছাত্র-ছাত্রী সকলে কঠোরভাবে যোগ্যতাসমূহ  
বিশ্ববিদ্যালয়ের দায়িত্বসমূহ  
আলোচনা সম্বন্ধে জানিব পাৰে।

(v) কঠোরভাবে অধ্যয়ন বিশ্ববিদ্যালয়ত  
যোগ্যতাসমূহ শিক্ষা লাভ কৰিব পৰা হ'লে  
কঠোরতাই।

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## Conclusion :-

অতীতকালত ইতিহাসবিদগণে  
স্বল্পত বৰি পোৱা অথচ অল্পত পৰা পোৱা যায় যে  
দুৰ্বল অতীতকালৰ বিজ্ঞানগতকালত ইতিহাসবিদগণে  
প্ৰথম পৰিচালিত হোৱা দেখা যায়। প্ৰথম পৰিচালিত  
অনুসন্ধান কৰায়ে বিজ্ঞানগতকালত আন্যাত্মিক জীৱনত  
ইতিহাসবিদগণে প্ৰথম পৰিচালিত হোৱা দেখা যায়।  
অন্যাত্মিক পৰা দেখা গৈছে যে ইতিহাসবিদগণে  
প্ৰতি কিছু আত্মিক হোৱা - হোৱাৰ ইতিহাসক আন কিছু আত্মিক  
হোৱা - হোৱাৰ আত্মিক প্ৰথম পৰিচালিত হোৱা -  
হোৱা - হোৱাৰ ইতিহাসক উপযোগী বুলি বৰি  
পৰিচালিত কৰিছে।



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# APPENDIX



# QUESTIONNAIRE

Name -

class -

Gender -

Name of the college -

Sl. No	Questions	YES	NO
1.	বর্তমান ইন্টারনেট সার্ভিস প্রদানের ক্ষেত্রে জাপরিহার্য জাওয়া-ই পরিচ্ছে বুলি কহি থোবানে?		
2.	ইন্টারনেটে সচাৰিত হোয়া-চাটলো অথ্য, বাওৰি সাদাম. স্ক্ৰিক নাহমানে?		
3.	যোগাযোগৰ ক্ষেত্ৰত ইন্টারনেটক এক উত্তম মাধ্যম হিচাপে গণ্য কৰিব পাৰিলে?		
4.	ইন্টারনেট জাৰিহনে জাৰিব পাৰিলে?		
5.	কিহোনো বিষয়ৰ অথ্য জাণ্মকৃতনত ইন্টারনেটে সজামক ইহানে?		
6.	জাৰিক জাৰি হুবহু অকা-মিহাঅথ্যকহনে ইন্টারনেটৰ ব্যৱহাৰ কৰিব পাৰিলে?		
7.	ইন্টারনেটৰ জৰিয়তে জামি জাৰি সজামৰ সাদ ব্যৱহাৰ কৰিব পাৰিলে?		
8.	ইন্টারনেট ব্যৱহাৰ কৰি মিহাঅথ্যকহনে অনিলাহন-পৰিহাৰ দ্বাৰা লোও বস্য সজামকহনে জাৰিক ধনেসহ বুলি কহি থোবানে?		
9.	ইন্টারনেটৰ ব্যৱহাৰ মিহা ব্যৱহাৰ জাৰিক নেও-কৰিছে বুলি কহি থোবানে?		
10.	ইন্টারনেটৰ জাৰ্যিক ব্যৱহাৰে হনে সজামক জামক কৰিব পাৰিলে?		