

**A CASE STUDY ON CAREER DECISION MAKING DIFFICULTIES
AND A PROTOTYPE IMPLEMENTATION OF A SOLUTION**

BY

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This Report Presented in Partial Fulfillment of the Requirements for the Degree of
Masters of Science in Computer Science and Engineering

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APPROVAL

This Thesis titled “**A case study on career decision making difficulties and a prototype implementation of a solution**”, submitted by Asive Chowdhury (143-25-426) to the Department of Computer Science and Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of M.Sc. in Computer Science and Engineering and approved as to its style and contents.

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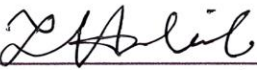
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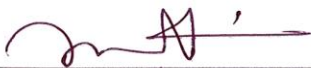
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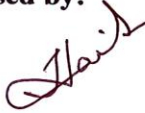
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DECLARATION

We hereby declare that, this project has been done by us under the supervision of **Dr. Sheak Rashed Haider Noori, Associate Professor and Associate Head, Department of CSE, Daffodil International University**. We also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for award of any degree or diploma.

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ABSTRACT

Career Decision Making is essential for the human beings to become a successful human being. Most of the people are thinking about this kind of planning since their childhood. In Bangladesh, there are needed to analyze significant features of career decision making like many other countries around the world. The goal of this work to investigate significant features which are responsible to increase decision difficulties factors considering the family income of adolescents. In this situation, we gathered adolescent records of high school going adolescents at Faridganj, Chandpur, Bangladesh using Career Decision Difficulties Questionnaire (CDDQ) which is proposed by I. Gati et. al. In addition, our primary dataset was splitting into 18 datasets based on 3 major CDDQ categories and 6 individual family income ranges. Thus, 10 regression algorithms were applied in our primary dataset and find out the best regression algorithm from them. After that, our selected best algorithm was implemented throughout 18 different datasets and interpreted these findings. In this experiment, we finally observed that adolescents of middle-class families are faced more career decision difficulties than high-and low-class families. We suggest this analysis as a complementary tool for further psychological treatment about career decisions.

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Chapter 1

Introduction

1.1 Introduction

“Career decision making difficulties” are one of the most common reasons to breakdown journey in future of every child who’s are doing study to build their Career or future life. Without proper direction or guideline they are lost their correct path. Before chooses career rural area kids’ faces lots of difficulties what is the main focus in this case study. Sometimes they want to fly with their own dream but they can’t because they have lots of limitation. This is not only in our country problem; whole world faced this kind of situation. Lot of countries took initiative to solve this issue. In January a report by Dhaka-based center for employment and development research said that is 2016 16.4% young people in Bangladesh with graduate and post graduate degrees were unemployed compared to 10% in 2010. Day by day present situation is increase. This is high time to focus on it, not only government but also private organization should come to take care of this national issue. Japan, South Korea, and Singapore also faced same difficulties and they already overcome.

People are thinking typically about their fast career decision during adolescent. They are started to concern about their future from this time and try to make decisions about their future career through this time. Such decision can contain a lifelong consequence for psychological, health condition of them. This also affects their elective courses of high school level which they are chosen. Bangladesh is a developing country which career planning process is too much ignorable both parents, family members, teaches and adolescent. Although adolescents are so much confused to make final decision during the career planning. In this case, they are transferred this decision to another else, delayed time to make decision, avoid these kinds of things or pushed by someone nearby them. Sometimes, they prefer to the wish of parents or elder family. They often wish what they have to like to do and which are preferred as career job. But, these randomized things are not helpful to make an optimal career decision. Finally, the stress may be affected in various aspects to the adolescent in their daily life. Taveira et. al [1] reported that adolescents face high level of stress which associates career exploration and decision-making activities. To help adolescent, there are needed to much counseling to face their difficulties and try to solve them to minimize their difficulties.

There are many factors which are responsible to select proper decision by adolescent. Family income is one of the major factors which also affects to decide suitable career as their wishes. The goal of this work to characterize different career decision difficulties to analyze them regression algorithms. In this work, we were gathered 361 records of high school students whose age limit 13-16 from 5 high schools of 5 different villages at Chandpur in Bangladesh considering generalized theoretical model of Career Decision Difficulties Questionnaire (CDDQ)

which is proposed by I. Gati et. al [2]. Then, we preprocessed these records and categorized these based-on different family income ranges. Furthermore, 10 regression algorithms are applied these data and selected the best regression model. Selected regression model were applied into different dataset which were split based on family incomes and interpreted their 3 major categories using 10 subcategories. This paper is divided into several parts. We explained the background of our work to find out difficulties to choice suitable career in the following section. Section II also presents some previous research works to find out CDD among different communities. Section III describes the details about the collected data using CDDQ scale and corresponding procedure of analytic of CDDQ data. Section IV illustrates the experimental findings of our exploration. Section V discusses why research outcomes are important to find CDDQ in our country. Section VI concludes by summarizing this work with some limitations and plan some future analytic of CDD.

The thesis deals with the “Career decision making difficulties” scenario of rural area in Bangladesh and how or what kind of Scope to overcome this situation also we discussed in this case study. Career decisions are prevalent and made at different points in the life cycle. Career decision-making difficulties are integral part of the career problem which may result in a failure in career process or making decisions less than optimal (Amir & Gati, 2006; Gati, Krausz, & Osipow, 1996). Career decisions are also at the core of the personal identity, and thus determine the personal life style. On the basis of the literature, career decision making difficulties had significant associations with a number of psychological constructs including poor career decision-making self-efficacy (P. A. Creed & Yin, 2006; Morgan & Ness, 2003), occupational barriers (P. A. Creed & Yin, 2006), low androgenity (Morgan & Ness, 2003), career indecisiveness (Albion & Fogarty, 2002; Lancaster, Rudolph, Perkins, & Patten, 1999; Mau, 2001), dysfunctional career thoughts (Kleiman et al., 2004), anxiety (Lancaster et al., 1999), personality traits and low emotional intelligence (Di Fabio & Palazzeschi, 2009; Di Fabio, Palazzeschi, & Bar-On, 2012; Di Fabio, Palazzeschi, Levin, & Gati, 2015) .

1.2 Motivation

Career Decision Motivation is the desire Career motivation is the desire to exert effort to enhance career goals. I have done this thesis about Career decision making difficulties to find out the problem and career awareness of them like kids family and school kids. In 21th century everything is going with internet and technology. At the same time if don't know about the career role or path then how will survive. My research can be help to policy makers of the Government and Non-Profit Organization NGO and others organization who are working for our country employments skilled, career, education sector in rural area. Our Government already took a vision Digital Bangladesh. Where education & career both are much important to reaches

our vision. In my thesis I have added 34 Questionnaires for physiological survey to know more about what the issue is or what the key point in rural area school kids is. In finality, the case study describes several possible solutions and recommendations for any implementing organization, government or private, to make easy access of necessary, useful information to the almost ignorant rural area career decision making difficulties issue.

1.3 Rationale of the Study

This study mainly adopted those Junior High School Students in Chandpur District, Bangladesh who participated in academic year 2018 cooperative technique arts education program as the research object, and tended to use the related literature and practical questionnaire to make the further survey in order to understand their career decision making and related affecting factors for their career decision making and the research purpose are described.

1.4 Research Related Question

01. High school student's career related decision making difficulties? Why it's so important for their life? What are the main reasons?

02. Adolescents are lost their career path, a case study said. It's high in rural area the scenario said? What is the possible solution for this current scenario?

Chapter 2

Background

2.1 Introduction

A study showed that among 47 male students in class VIII only 9 took science at class IX and the number was 6 in the case of female students out of 46. So, overall science education is declining as well as female's enrollment in the subject. That means they have no idea about science related career. There is a lot of way but we need to encourage them and need to get some initiative to resolve this issue otherwise we will face a dangerous scenario. Beside our country India also take initiative to make scientist for their nation cause they believed without science never win any nation.

2.2 Related Works

We asked students and teachers why student's Lost their path, why they not choose science subject, Almost 60% of the students answered that the science study cost is high, similar to many teacher's opinions too. It is interesting to find that the number of teachers (42.1%) finding science difficult to pass is higher than the number of students (35.7%). The same thing happens to science syllabus. 35% students find science difficult where 40% teachers find it difficult! So we found that teachers are actually discouraging students rather than motivating them for an education in science.

If we look another case; Classes VI to XII comprise the secondary level of education; in Bangladesh, schooling from Class VI to Class X is generally considered high school education. There are nearly 19,000 high schools in Bangladesh; only 1.74% of the schools are government schools, the rest non-government. For 84% of these nongovernment schools, the government gives assistance through a measure called the Monthly Payment Order (MPO) scheme. This scheme provides for the salary of the teachers and staff and includes a program of building infrastructure over time.

2.3 Reason of the Problem

1.1 Job Market

This is one of the issues to Career decision making difficulties of high school's students. Our parents are encouraging their children to study BBA or humanities. Students are opting for BBA because of easy reading content, less study, better job prospect, and shorter time spent on the course. In both of our studies by BFF and TQI, we find that students think science is difficult is hard to get a GPA-5 in science. That's means students have no choice parents chooses their career so they don't know others career, if they know that science study can give them also a different better career opportunity they will think again but how?

An Example In the garment sector, most of the midlevel positions are occupied by Sri Lankans. They work in science related jobs. We do not have enough efficient science graduates to meet our local demands. One of the main reason is they are aware about career.

1.2 Book Content

In the study of the TQI project it has been shown that a science book is equivalent to two commerce books. A science book contains 300 pages where a commerce book has only 100 pages. So it is easier to get GPA-5 reading a 100 page book rather than going through 300 pages of any science books.

1.2 Lab

The project findings even suggest that science books should be made contracted. Previously we had charismatic teachers who had influence upon students, which is quite rare today. Most of the schools do not have their own laboratories. For an exam, it is difficult not to get full marks, it is guaranteed. So no one cares about laboratories. Respondents talked less about infrastructure though 80% of the surveyed schools do not have any laboratory. However the number of teachers per school is not that bad, the ratio is 2.5 teachers per school. That's why they did not encourage about science or science career.

1.5 Career Related Activity:

In our country present condition if we look in rural area there are no career related activities like Career related seminar, Career related events, Future Life related workshop, Career adda, Career festival, Career Related talk, and many more. But in town sometimes government or private sector arrange it but in village? For that reason maximum student lost their correct path and faces career decision making difficulties and moved known / unknown department after a while he/she faced difficulties I mean in future Job sectors.

1.6 Teachers Background:

We do not have good science teachers, so the number of students reading science is declining, as a result we do not have adequate science based intellects and IT workers, so we are still far behind many knowledge-based societies.

We get a clearer picture about why we do not have qualified science teachers from the research conducted among math teachers. In 1987 Ershad introduced the idea that a science student can pass SSC taking Islamite avoiding higher math. In HSC level he further introduced that a mix of physics, chemistry and psychology could be termed as science education where one did not need mathematics. When these students got admitted in Honors' again the government came up with new mix of B.Sc. including biology, psychology and etc. So, most of the teachers, who passed in 1997, do not have mathematics at the honors level. So it happened that during 1997 to 2004 science teachers got recruited in rural areas 90% of whom passed only 100 marks math in their total secondary and tertiary education. So when these teachers are scheduled to take math class they rely completely on notebooks and memorization. They make the math a matter of memorization.

Our survey among 4,500 mathematics teachers showed that among them 3,600 had only 100 marks math in the secondary and tertiary level education.

Another point is that usually in class VI, VII or VIII students do not get math teachers from mathematics background. These teachers are more engaged in class IX and X, and teachers from different backgrounds have to take the math classes at the foundation level. It is terribly damaging our foundation.

In the 80s, there was a board called Education Equipment Board which used to produce educational equipment. A science teacher had to spend most of time in drawing images or charts or graphs. For example a biology teacher had to draw the image of frog's digestion system and it took a lot of time, so the teacher put more emphasis on drawing rather than on content.

Students also did the same because during exams drawing was more important than content. To save time of the class education equipment was of great help, and the board was assigned for that. But, unfortunately in the 90s the board was shut down by the government.

2.4 Discrimination:

There is still discrimination in our school system. If you go to the school at the Azimpur Sweeper Colony you will not find a single student from well-off background. Rich parents do not want their children to study in the same school where students from poorer backgrounds study. Not only in Azimpur Sweeper colony school but also in rural area same condition. For that reason create a long distance between rural area science students and town area science student. We need to change this colonial mind-set.

Chapter 3 Research Methodology

4.1 Research Method:

Like other countries in the world, we want to explore CDD of adolescent in Bangladesh. In this case, we select a renowned taxonomy of career decision making (CDM) difficulties which is developed by Gati et. al [2]. It is based on decision theory which is played important role to make career decision. 3 major categories are included in the proposed taxonomy Like other countries in the world, we want to explore CDD of adolescent in Bangladesh. In this case, we select a renowned taxonomy of career decision making (CDM) difficulties which is developed by Gati et. al [2]. It is based on decision theory which is played important role to make career decision. 3 major categories are included in the proposed taxonomy

Table I. Correlation Analysis Among Key Features

TABLE I
CORRELATION ANALYSIS AMONG KEY FEATURES

Features	Rm	Ri	Rd	Rdn	Lp	Ls	Lo	La	Lln	Lu	Li	Le	In	10 scales
Rm	1	.213**	.243**	.633**	.233**	.197**	0.095	.130*	.248**	.249**	.284**	.141**	.316**	.493**
		0	0	0	0	0	0.071	0.013	0	0	0	0.007	0	0
Ri	.213**	1	.212**	.688**	.187**	0.035	-0.007	0.076	.105*	.108*	.253**	.189**	.255**	.420**
			0	0	0	0.505	0.896	0.15	0.047	0.04	0	0	0	0
Rd	.243**	.212**	1	.752**	.283**	.235**	.166**	.221**	.333**	.193**	.253**	.109*	.264**	.557**
				0	0	0	0.002	0	0	0	0	0.039	0	0
Rdn	.633**	.688**	.752**	1	.340**	.225**	.126*	.210**	.333**	.257**	.375**	.208**	.395**	.707**
					0	0	0.017	0	0	0	0	0	0	0
Lp	.233**	.187**	.283**	.340**	1	.366**	.172**	.232**	.671**	.189**	.302**	0.099	.287**	.571**
						0	0.001	0	0	0	0	0.061	0	0
Ls	.197**	0.035	.235**	.225**	.366**	1	.312**	.247**	.779**	.352**	.255**	.174**	.354**	.607**
							0	0	0	0	0	0.001	0	0
Lo	0.095	-0.007	.166**	.126*	.172**	.312**	1	.345**	.653**	.317**	.211**	.329**	.365**	.514**
								0	0	0	0	0	0	0
La	.130*	0.076	.221**	.210**	.232**	.247**	.345**	1	.585**	.347**	.255**	.204**	.362**	.512**
									0	0	0	0	0	0
Lln	.248**	.105*	.333**	.333**	.671**	.779**	.653**	.585**	1	.438**	.374**	.288**	.497**	.814**
										0	0	0	0	0
Lu	.249**	.108*	.193**	.257**	.189**	.352**	.317**	.347**	.438**	1	.361**	.273**	.722**	.612**
											0	0	0	0
Li	.284**	.253**	.253**	.375**	.302**	.255**	.211**	.255**	.374**	.361**	1	.324**	.839**	.676**
												0	0	0
Le	.141**	.189**	.109*	.208**	0.099	.174**	.329**	.204**	.288**	.273**	.324**	1	.633**	.484**
													0	0
In	.316**	.255**	.264**	.395**	.287**	.354**	.365**	.362**	.497**	.722**	.839**	.633**	1	.810**
														0
10Scales	.493**	.420**	.557**	.707**	.571**	.607**	.514**	.512**	.814**	.612**	.676**	.484**	.810**	1
														0

* means correlation is significant at the 0.01 level (2-tailed) and ** means correlation is significant at the 0.05 level (2-tailed)

Participants

Before survey, we translated CDDQ main questionnaire into Bangla and reviewed it by the non-technical native Bangladeshi to adapt our cross-cultural study. Thus, a proposal was sent to collect data of high school students (adolescent) at different schools at Faridganj, Chandpur and 5 schools were agreed us to collect data from their institutions.

We gathered N=361 records of class 7, 8 and 9 from Balithuba Abdul Hamid High School (N=93), Mulpara High School (N=84), Chandra Imam Ali High School (N=42), Solla High School (N=78), Munsir Hat High School (N=64) which are situated at Mulpara Bazar, Chandra Bazar, Solla Bazar and Munsir Hat Bazar respectively at Faridganj, Chandpur. Besides, around, N=20/30 students did not properly fill up the questionnaire of the survey and N=10/12 students did not clear about the purpose of this survey whose are discarded from this work.

Table II. Experimental Outcomes of Regression Analysis

TABLE II
EXPERIMENTAL OUTCOMES OF REGRESSION ANALYSIS

MAE							
	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	NA's
bayesglm	1.40E+00	1.45E+00	1.46E+00	1.51E+00	1.48E+00	6.19E+00	0
ctree	4.15E-01	5.07E-01	5.62E-01	5.66E-01	6.16E-01	7.51E-01	0
glm	2.96E-15	1.54E-14	2.11E-14	2.81E-14	3.95E-14	9.00E-14	0
glmnet	4.33E-02	4.96E-02	5.29E-02	5.28E-02	5.56E-02	6.47E-02	0
knn	4.21E-01	6.11E-01	6.99E-01	6.95E-01	7.70E-01	1.03E+00	0
lars	2.04E-14	5.60E-11	1.45E-01	3.04E-01	3.51E-01	8.71E+00	0
lm	2.96E-15	1.54E-14	2.11E-14	2.81E-14	3.95E-14	9.00E-14	0
ridge	7.17E-13	4.58E-12	3.04E-11	1.22E-08	1.29E-09	5.90E-07	19
svmLinear	5.37E-02	9.76E-02	1.07E-01	1.29E+01	1.26E-01	2.80E+02	0
lasso	7.79E-13	4.75E-12	2.91E-11	1.70E-06	1.17E-09	1.37E-04	19
RMSE							
	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	NA's
bayesglm	1.43E+00	1.46E+00	1.48E+00	1.52E+00	1.49E+00	6.24E+00	0
ctree	5.19E-01	6.49E-01	7.29E-01	7.48E-01	8.42E-01	1.06E+00	0
glm	4.02E-15	1.68E-14	2.30E-14	3.08E-14	4.31E-14	9.90E-14	0
glmnet	5.13E-02	6.11E-02	6.67E-02	6.64E-02	7.10E-02	8.75E-02	0
knn	6.27E-01	8.34E-01	9.55E-01	9.50E-01	1.03E+00	1.40E+00	0
lars	2.78E-14	6.55E-11	1.92E-01	9.38E-01	4.44E-01	5.16E+01	0
lm	4.02E-15	1.68E-14	2.30E-14	3.08E-14	4.31E-14	9.90E-14	0
ridge	8.75E-13	5.56E-12	3.65E-11	1.45E-08	1.54E-09	7.01E-07	19
svmLinear	6.74E-02	1.20E-01	1.30E-01	1.74E+01	1.51E-01	4.44E+02	0
lasso	9.53E-13	5.49E-12	3.38E-11	2.09E-06	1.51E-09	1.68E-04	19
Rsquared							
	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	NA's
bayesglm	0.949580587	0.9954703	0.9964277	0.9957115	0.9970123	0.9983565	0
ctree	0.757766667	0.8638361	0.8925374	0.8860443	0.9128242	0.9383359	0
glm	1	1	1	1	1	1	0
glmnet	0.999977078	0.9999852	0.9999895	0.9999884	0.9999916	0.9999968	0
knn	0.654537378	0.8008678	0.8357033	0.8268921	0.8692451	0.9199904	0
lars	0.004428788	0.9994187	0.9999234	0.9801224	1	1	0
lm	1	1	1	1	1	1	0
ridge	1	1	1	1	1	1	19
svmLinear	0.001345307	0.9972385	0.998096	0.8542924	0.9986478	0.9994464	0
lasso	0.999999994	1	1	1	1	1	19

Materials

The Career Decision-Making Difficulties Questionnaire (CDDQ). The CDDQ (Gati, Osipow, et al., 1996) consists of introductory questions seeking demographic data and a general overview of level of career indecision, including specific questions about level of undecidedness, satisfaction with decision status, and confidence in current choice. These items were used as the outcome measures contributing to the latent variable Status. Then follow 34 statements of attitudes to and beliefs about career decision making (CDM) to which respondents are asked to indicate their level of agreement on a 9-point scale, ranging from 1 (*Does not describe me*) to 9 (*Describes me well*). The CDDQ differentiates three categories of difficulty—Lack of Readiness to make a career decision, Lack of Information, and Inconsistent Information.

These three categories are further subdivided into a number of subscales. Lack of Readiness incorporates Lack of Motivation (3 items), Indecisiveness (4 items), and Dysfunctional Myths (3 items). The second category, Lack of Information, is subdivided into Lack of Knowledge about the Process (3 items), Lack of Knowledge about the Self (8 items), Lack of Knowledge about Occupations (4 items), and Lack of Knowledge about How to Access Additional Sources of Information (2 items). The third category, Inconsistent Information, consists of Unreliable Information (6 items), Internal Conflicts (7 items), and External Conflicts (4 items). The scale also yields a total score which is an indication of the severity of difficulties being faced by an individual respondent.

4.2 Data Collection Procedure

The primary CDDQ contains 59 features 3 major categories, 10 categories to analyze CDD of adolescent in Bangladesh. There were considered six family income ranges such as 1000-6000, 7000-9000, 10000-12000, 13000-15000, 16000- 21000 and 22000-102000 which were denoted as I1, I2, I3, I4, I5 and I6 respectively. After collecting these data, we preprocessed our data to remove and replace irrelevant and missing features respectively. To find out correlation among 10 different categories with 3 major categories, there are generated a correlation matrix which represents significance among different variables.

Furthermore, we split our primary dataset into 3 new datasets based on 3 major categories (Rdn, LIn, In) and integrated common 11 variables (Age, Gender, Family, Living place, Study Duration, Job holder, Politics, Profession, Condence, QA) each of them. After that, our dataset was split into 18 datasets based on six family income ranges. After that, we used 10 distinct regression algorithms such as bayesglm, ctree, glm, glmnet, knn, lars, lm, ridge, svmLinear and lasso to analyze our primary dataset and analyzed MAE, RMSE and R-squared values from experimental findings. After comparing these evaluation metrics, we nally selected lm as the best

regression algorithm. Then, we implemented lm in 18 splitting datasets and interpreted these outcomes and dened career indecision factors in this work.

Table III. Comparison Among Most Significant Features of CDDQ

TABLE III
COMPARISON AMONG MOST SIGNIFICANT FEATURES OF CDDQ

Family Income	Metrics	Readiness			Lack of Information				Inconsistent		
		Rm	Ri	Rd	Lp	Ls	Lo	La	Lu	Li	Le
1000-6000	Est.	3.33E-01	3.34E-01	3.33E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.34E-01	3.33E-01	3.33E-01
	SE	1.38E-04	1.76E-04	1.34E-04	6.26E-17	4.67E-17	4.95E-17	9.35E-17	1.70E-04	1.41E-04	1.91E-04
	t vaL.	2418.495	1896.821	2485.779	3.99E+15	5.35E+15	5.05E+15	2.67E+15	1964.392	2360.108	1748.857
7000-9000	Est.	3.33E-01	3.33E-01	3.34E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.33E-01	3.33E-01	3.34E-01
	SE	2.71E-04	2.42E-04	2.46E-04	3.39E-16	2.09E-16	2.71E-16	4.77E-16	1.85E-04	1.94E-04	4.27E-04
	t vaL.	1228.293	1379.276	1357.296	7.37E+14	1.19E+15	9.23E+14	5.25E+14	1801.227	1720.057	781.439
10000-12000	Est.	3.33E-01	3.33E-01	3.33E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.33E-01	3.33E-01	3.33E-01
	SE	9.01E-05	7.00E-05	5.86E-05	7.58E-17	5.91E-17	8.13E-17	1.18E-16	7.71E-05	4.39E-05	9.04E-05
	t vaL.	3700.232	4760.225	5689.97	3.30E+15	4.23E+15	3.07E+15	2.13E+15	4324.537	7591.21	3689.801
13000-15000	Est.	3.33E-01	3.33E-01	3.33E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.33E-01	3.33E-01	3.33E-01
	SE	1.54E-04	1.04E-04	9.40E-05	3.04E-17	2.50E-17	4.37E-17	5.07E-17	9.81E-05	7.62E-05	1.14E-04
	t vaL.	2164.228	3207.461	3546.019	8.23E+15	1.00E+16	5.72E+15	4.93E+15	3398.733	4373.501	2937.902
16000-21000	Est.	3.33E-01	3.33E-01	3.34E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.33E-01	3.33E-01	3.33E-01
	SE	1.21E-04	9.80E-05	9.69E-05	1.43E-16	1.39E-16	1.55E-16	2.32E-16	1.16E-04	9.18E-05	1.29E-04
	t vaL.	2749.084	3400.452	3442.827	1.74E+15	1.80E+15	1.61E+15	1.08E+15	2884.784	3631.812	2585.852
22000-102000	Est.	3.33E-01	3.33E-01	3.33E-01	2.50E-01	2.50E-01	2.50E-01	2.50E-01	3.33E-01	3.34E-01	3.33E-01
	SE	1.41E-04	1.19E-04	1.31E-04	5.36E-17	5.00E-17	6.72E-17	6.37E-17	1.72E-04	1.72E-04	2.39E-04
	t vaL.	2365.227	2790.215	2546.515	4.67E+15	5.00E+15	3.72E+15	3.93E+15	1938.367	1938.89	1393.418

Career Decision-making Difficulties Questionnaire (CDDQ; Gati et al., 1996). The first page of the questionnaire requests information on age, sex, Family, Live location, Duration of Education, Family Income, Family Job holder, Like Politics or not, Your goal is it selected or not selected and The CDDQ includes 34 items, each corresponding to a particular difficulty in Gati et al.'s taxonomy. The items are rated on a 9-point scale of the degree to which the difficulty represented by each item (e.g., "It is usually difficult for me to make a decision") describes the respondent (1-5 "does not describe me" and 9-5 "describes me well"). At the end of the questionnaire the respondent rates the overall severity of his or her difficulties in making a career decision (1-5 "not severe at all" and 9-5 "very severe") and lists any additional difficulties preventing him or her from making a career decision.

4.3 Result

In this experiment, we considered N=361 records of different schools at Chandpur, Bangladesh. Bayesglm, ctree, glm, glmnet, knn, lars, lm, ridge, svmLinear and lasso were implemented in our primary dataset where tenscales attribute was preferred as the class level considering 10-fold cross validation approach. These regression algorithms were found at caret package in R. After implementing these regression algorithms, we needed to justify their findings with some evaluation metrics such as MAE, RMSE and R-Squared values in this experiment (see table II). Glm and lm shows the lowest MAE, RMSE and highest R-Squared value than others. But, glm and lm are considered as the same model, it is just distinguished based on data distribution. So,

lm is selected as best regression algorithm to analyze this dataset. Therefore, we implemented lm within 18 datasets and further need to interpret these outcomes. In table III-A, different evaluation metrics like Estimation (Est.), Standard Error (Std.Er.), t-values (t-val), and p-values (p-val) were also considered for individual variables in the dataset. p-val ($2e-16$) was common for all attributes. For that, we could not show it as a separate attribute in table 4. When these datasets were analyzed by lm, common 10 attributes of them were showed less significance condition by supporting null hypothesis ($pval > 0.05$), so they were discarded from this analysis. Although, some of them within 10 variables were showed significant characteristics in some cases, but they are not showed so significance in other aspects, so they are also discarded. Tvalue (T-statistics) is actually the ratio of estimated value from its hypothesized value and standard error. The characteristics of different variables were explained using t-val. because it is sufficient metrics to explain experimental outcomes. So, we explored most significant features that were responsible for CDD and prioritized them corresponding to individual family income ranges. According to these criteria, Rm could be ranked as I3, I5, I1, I6, I4 and I2 from ascending to descending order. In the same way, Ri could be ranked as I3, I5, I4, I6, I1 and I2 and Rd could be also ranked as I3, I4, I5, I6, I1 and I2 in the same way in readiness category. In lack of information category, Lp, Ls, Lo and La could be ranked as I4, I6, I1, I3, I5, I2 and I4, I1, I6, I3, I5, I2 and I4, I1, I6, I3, I5, I2 and I4, I6, I1, I3, I5, I2 respectively. Lu, Li and Le could be also ranked as I3, I4, I5, I1, I6, I2 corresponding to family income sequences. In table IV, we nally demonstrated overall outcomes of our experiment. The ndings of 3 major categories were analyzed according to family income ranges from ascending to descending order. The family income sequences were ranked as I3, I5, I1, I4, I6 and I2 for readiness category, I4, I6, I1, I3, I5 and I2 for Lack of Information category, I3, I4, I5, I1, I6 and I2 for Inconsistent category. According to individual features and overall ndings of family income sequence, I3 and I5 were taken as the most significant family income range that increased lack of motivation, indecisioness and dysfunctional belief and nally causes readiness situation in CDD. On the other hand, family income range in I2 has less affected this kind of symptoms than other ranges. Besides, I4 was detected as the most significant family income range that causes lack of Information about process, self, occupation and other. In contrast, I2 was also detected as less affecting condition like readiness. Furthermore, I3, I4 were taken as the most important conditions to increase inconsistent information like unreliable, implicit and explicit conicts among adolescent. Again, I2 was showed less affecting family income sequence to occur these criteria.

Table IV. Comparison between Residual Standard Error & F-Statistics

TABLE IV
COMPARISON BETWEEN RESIDUAL STANDARD ERROR & F-STATISTICS

Family Income	Metrics	Readiness	Lack of Information	Inconsistent
1000-6000	RSE	0.002311 on 24 DF	9.713e-16 on 23 DF	0.002883 on 24 DF
	Fs.	4.838e+06 on 13 and 24 DF	1.924e+31 on 14 and 23 DF	2.95e+06 on 13 and 24 DF
7000-9000	RSE	0.003237 on 17 DF	3.704e-15 on 16 DF	0.003269 on 17 DF
	Fs.	1.283e+06 on 13 and 17 DF	9.303e+29 on 14 and 16 DF	1.827e+06 on 13 and 17 DF
10000-12000	RSE	0.002926 on 118 DF	2.877e-15 on 117 DF	0.002631 on 118 DF
	Fs.	1.01e+07 on 13 and 118 DF	9.551e+30 on 14 and 117 DF	1.735e+07 on 13 and 118 DF
13000-15000	RSE	0.002722 on 40 DF	7.305e-16 on 39 DF	0.002293 on 40 DF
	Fs.	4.119e+06 on 13 and 40 DF	4.13e+31 on 14 and 39 DF	6.064e+06 on 13 and 40 DF
16000-21000	RSE	0.002464 on 43 DF	3.54e-15 on 42 DF	0.002555 on 43 DF
	Fs.	5.278e+06 on 13 and 43 DF	1.797e+30 on 14 and 42 DF	5.459e+06 on 13 and 43 DF
22000-102000	RSE	0.002527 on 34 DF	9.11e-16 on 33 DF	0.002913 on 34 DF
	Fs.	2.388e+06 on 13 and 34 DF	1.955e+31 on 14 and 33 DF	2.626e+06 on 13 and 34 DF

4.4 Discussion

Family income ranges are affected mostly to the adolescent to take feasible decision in career planning. In this experiment, we observe that middle class family whose income ranges between 10000 to 15000/16000 are faced much difficulties to take appropriate decision about their career. In this case, we found that adolescents of middle-class family are faced many difficulties to take their suitable career in Bangladesh. They are not feasible to choose low class job and also struggled to get high position in this society. On the other hand, adolescents of high-class family are getting much opportunity to fulfill their career plan and they do not feel too many difficulties in their future planning. It is also observed that experimental outcomes of career difficulties feature of adolescents at low-class family are sometimes less concerned than high-class family. In this situation, we found that adolescents of high-class family have got more opportunity but they have also planned more about their career than adolescents of low-class family. Most of the adolescents of low-class family have not thought to much concern about this career and do not faced to much about career decision difficulties.

Chapter 4

Conclusion & Recommendation

5.1 Summary

Nothing is impossible. There is lot of Challenge always when Government wants to solve any national issue. This is not like personal issue that you can do it easily. Only Government can't solution it, Government and private sector also NGO need to work together to resolve this issue. This is National level issue, that if anyone did not get any proper guideline about his/her career then in future Nation will be sufferer. Country lot of things depends on it.

5.2 Recommendations

- (a) Bangladesh Government and NGO's will have to play a significant role in rural area high school level education sector, arrange seminar & workshop for students, teachers also parents, guideline them about career, awareness about career and future, knowledge sharing about skill and Inspiration them.
- (b) Work is most important for every human and what you will do that need to take decision in high school time. Also encourage them about career plan. Sometimes it's really difficulties for them to take decision. That needs more information and story about life. Library facilities will help them to quit their situation. We should focus how we can develop our schools library and what kind of books need to be in stored for our future generation. Librarian should be a professional of student's councilor that our students can get lot of idea and resource to take decision their career.
- (c) Arrange talk session about Future, Life Style, Career, Entrepreneur, Successful Person etc. That can help them to reengineering their decision. They have choice but they can't take decision because they have lack of knowledge. In talk session tell them story of life they will get their answer.
- (d) Sometimes they have faced so difficulties to take decision their career that's why we need to add more information about career, life, story materials in our course curricula. Government should be revised to make it up-to-date include career awareness topics.
- (e) Arrange Technology based Talk and seminar that how to know more about life or Career using technology. Gradually computer aided education system and learning should be introduced at secondary and higher secondary level.

- (f) Need to established career counseling hub physically or virtually. That open for all kids, who want to know the future opportunity or career related query, shared experience their idea, that's experts can help them to short out this and inspire them to keep going.

- (g) Print media like newspaper and journal as well as electronic media like television and radio can regularly broadcast different programs showing benefits of education and guideline for career, Opportunity for young generation, story teller about successful people that can help them to reach their goal easily.

5.3 Possible Solution

ICT Based Supporting Application

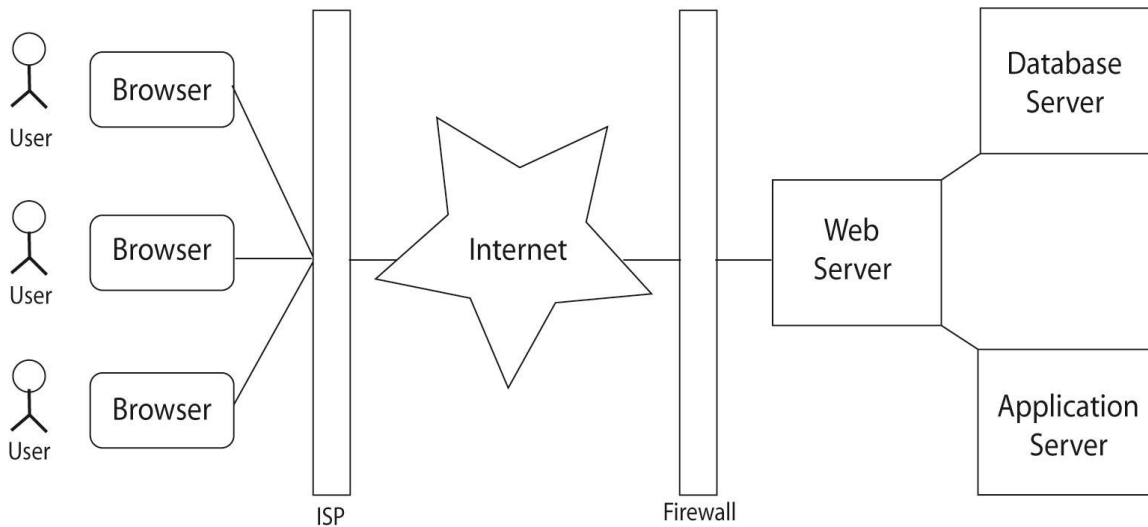
For minimizing the present scenario of rural area high school level students Career related decision making difficulties we developed a web portal / hub where any students can visit and see category wised Article, Documentary, Entrepreneur Story, Business icon life style, Young people activities, Others country's Bangladeshi students life and Bangladeshi Scientist life & Research history etc. One important thing is we care about content & history also that's why everything based on Bangladeshi and maximum content is Bangla. Yes not only students but also teachers & parents can visit here to encourage their students or child. Who will visit and follow this site content I believe he/she will get lot of Information, motivation and content in one hub to change their life style and make take decision about career easily.

The Hub is: www.letsgovillage.org

Requirement & Analysis

Requirement and analysis is the most important part of every project.

Topology of the Website



Topology of Website

When people want to develop a system the question is why and for whom? As we are done our case study in rural are high school students Career related decision making difficulties and we want to implement a prototype to minimize the present scenario using technology. That we need to develop a system using technology before develop the system we have some requirement and analysis also. One is most important part is who are targeted user and from where?

Web application should be accessible from anywhere in Bangladesh or Any Country. Site User Interface should be very user friendly and responsive also. When they will use the system they need to feel easy and comfortable. We must focus on it because our user is not only from rural area but also globally.

When any user comes to visit our application first question is why and what information they need? This is very important that we must design application to target them that when they will find content they will get easily step by step. So we must study how we design or categories content in application that user can reach quickly.

User can easily move one page to another page. We need to build a one page template that user can move easily within a short time and get more result. Navigation is the most important things for web application, if navigation part is very clear for user that will help them to reach their goal easily.

We use one page template that is Bootstrap template which is very good for business and product branding and organization. It need be built like User friendly, user Time save, User search and find easily, clear and Simply, Responsive also.

Web Application must be supported various browsers like Mozilla Firefox, Safari, Opera Mini, Google Chrome, Internet Explorer etc. We need to confirm that anyone can browse from any browser they will not face any difficulties.

When we developing web application not only focus on desktop based also we need to care about mobile version also, cause rural area a big part sing internet in mobile device, that web application must supported mobile OS like The world most popular Android OS and IOS OS also. As our web application should be responsive that will help them to reach easily their goal.

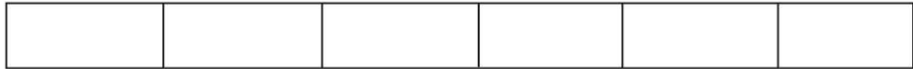
Need to care about Informative information in website category wised. That what they need actually to make easy take decision about their career and not only students but also when their parents will visit our application they will get inspiration and motivation about their life style and child dream that we need to make sure that kind of user demand content need to available in we application.

Adding clearly image with valuable content that can help them to easily understand what image want to say and what kind of things they will receive from that content. Why they will read those article.

Videos also one of important content to motivate or gives information visually kids. So we should clearly think that what kind of videos need for them and how videos can help them to quit their career related decision making difficulties.

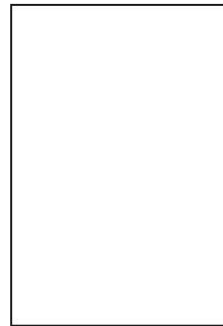
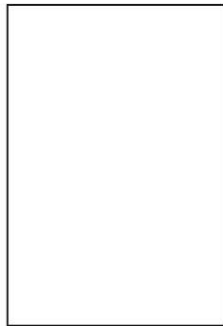
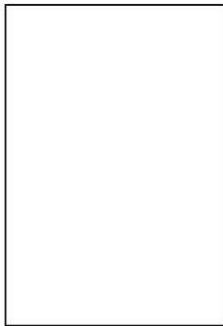
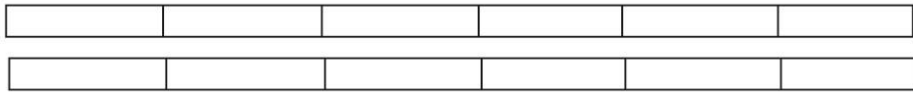
Social media also a great way to help them that we need to create accounts in social media platform like Facebook. Using similar web content and materials we can share upcoming news, source, content, videos, information etc. Before publish in website or after publish in web site we can publish also in social media. Then social media button link need to add in web application.

Logo

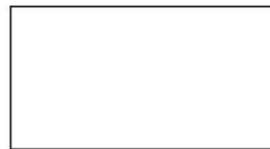


Navigation

Slide >>>



Catagory



Catagory



Footer

Design & Implementation

Technology


For this web application development I used Twitter Bootstrap framework. Bootstrap is a free framework that helps you get responsive web design up and running quickly and easily. With Bootstrap, you can use HTML and CSS templates for web-based content such as forms, buttons, navigation and more. You can also use JavaScript plugins.



One Page website

A one page website is one that uses a single web page to load all pages dynamically. The website may have a base layout for the main page but the different content organization for other pages. Earlier, you would scroll a 1 page website endlessly as you access the different pages/content parts, but this is being replaced by newer CSS3 and AJAX techniques that allow for navigation menus that take you right to that particular spot on the page without scrolling. The point of a one page site is to provide just enough information that a user can act upon. The point is to eliminate as much clutter as possible and only focus on the most valuable content that will attract a user's attention.

|| MOTIVATIONAL SPEECH ||



Motivational Speech by MAHMUDUL HASAN SOHAG

Mahmudul Hasan Sohag



Most popular Speech by Muhammed Zafar Iqbal


Muhammed Zafar Iqbal



স্টেট ইউনিভার্সিটির ...

Abdullah Abu Sayeed


|| ENTREPRENEUR OF BANGLADESH ||



Sabur Khan

Chairman, Daffodil International University (DIU)
Author: Entrepreneurship Development


SABUR KHAN INFO



Munir Hasan

Coordinator, Youth Programme - Prothom Alo
General Secretary - BdOSN

MUNIR HASAN INFO




A.K.M Fahim Mashroor

Founder & CEO: Bjobs
Co-founder: Aker Deal e-Commerce

FAHIM MASHROOR INFO

|| YOUNG BANGLADESHI STUDENT IN MIT, HARVARD ||


Bangladeshi Students Association in Massachusetts Institute of Technology



Tarik Adnan Moon

Alumni of Harvard University
Bangladesh Mathematical Olympiad


TARIK ADNAN MOON INFO



Nazia Chowdhury

Massachusetts Institute of Technology (MIT)
Bangladesh Mathematical Olympiad

NAZIA CHOWDHURY INFO



Mahi Shafiullah

Massachusetts Institute of Technology (MIT)
Bangladesh Mathematical Olympiad

MAHI SHAFIULLAH INFO

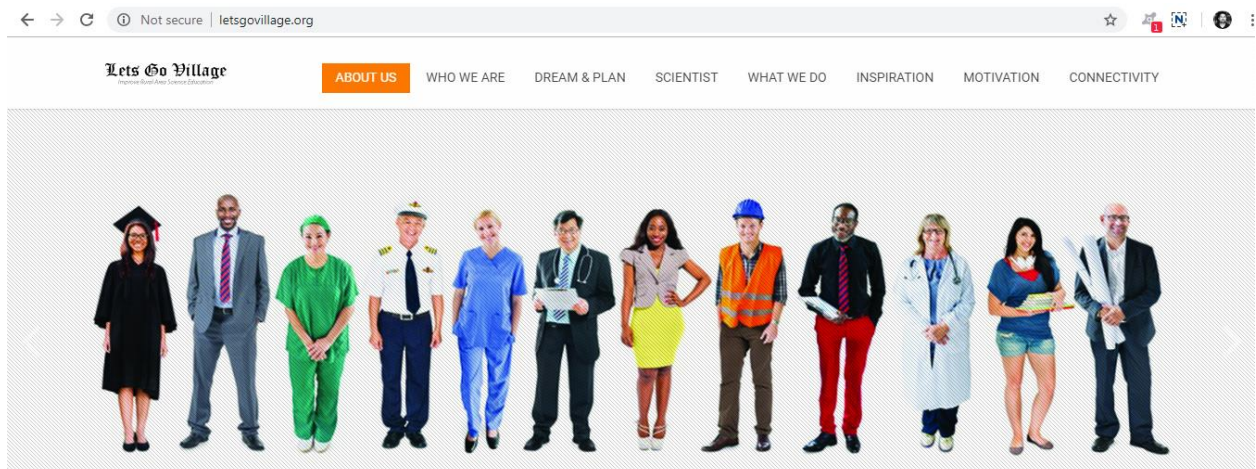
A single page website works best for organization content display, Key announcements and encourages more people, showcasing an organization activities, and websites that have little content. Now that we have an idea of what a single page website is let's take a look at its benefits.

Simplicity

In web design, if you achieve more with little it means you have created simplicity. That's precisely what creative single page website or theme is all about. For instance, there's no need to direct users to certain pages. There's no need for gigantic navigations.

Slightly Faster Browsing

Since the different parts of the website are located on the same page, it provides for faster browsing. Users just scroll or click menus and instantly jump to the appropriate section. This doesn't affect performance, but it makes browsing the site easier for site visitors.



Creative Single Page websites focus on Quality

A single page website focuses on quality rather than quantity. Since you can only scroll down on a single site page, you are forced to simplify your message. In other words, you only put there what matters. This is partly why single page sites work best for conversion purposes.

Higher Conversion Rates

Users typically scroll down on a single page website to read more content. You can carefully plan the sequence of page elements that your web visitors see and ultimately lead them to the action you want them to take. Unsurprisingly, many landing pages nowadays use a single-page design.

Easier To Manage

As already mentioned, single page websites contain less content compared full websites, so there is less content to maintain. Moreover, it's only a single page to take care of, and this makes life a lot easier.

Slightly Improved SEO

This mainly applies to Google: your PageRank will be applied to the entire website since it is a single page. Note that these SEO benefits apply if the website is dedicated to a single product.

Increased user engagement. When combined with good copy, one-page designs tend to be more effective at drawing audiences in and encouraging them to convert.

Better structure. One-page websites enable you to structure information more cleanly. For example, if you're selling a product, you could kick things off by introducing it, then move on to talking about its benefits, and finally, hitting visitors with a compelling Call to Action (CTA).

Simpler development and maintenance. Updating and maintaining a single page is easier than taking care of several – you can't argue with math!

Responsive view

Responsive Web Design (RWD) is an approach of laying-out and coding a website such that the website provides an optimal viewing experience — ease of reading and navigation with a minimum of resizing, panning, and scrolling — across a wide range of devices (from desktop computer monitors to mobile phones)

|| OUR ACTIVITIES ||

CAREER COUNSELLING

SEMINAR & WORKSHOP

KNOWLEDGE SHARING

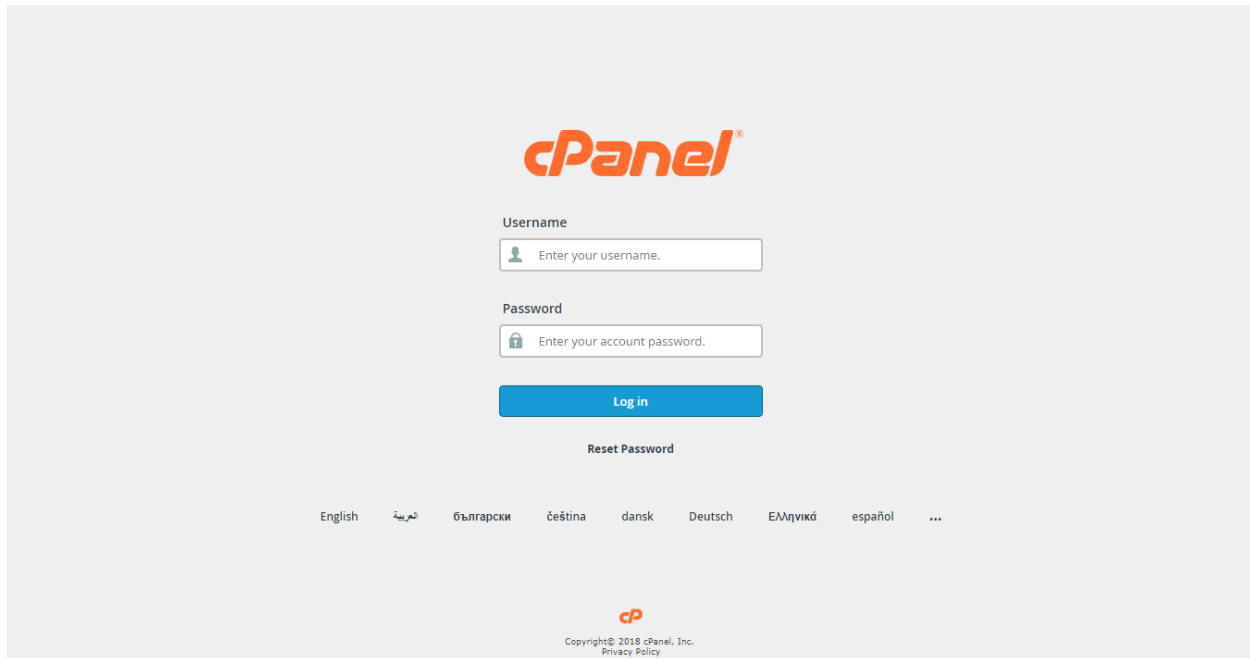
CAREER AWARENESS

CAREER ADDA

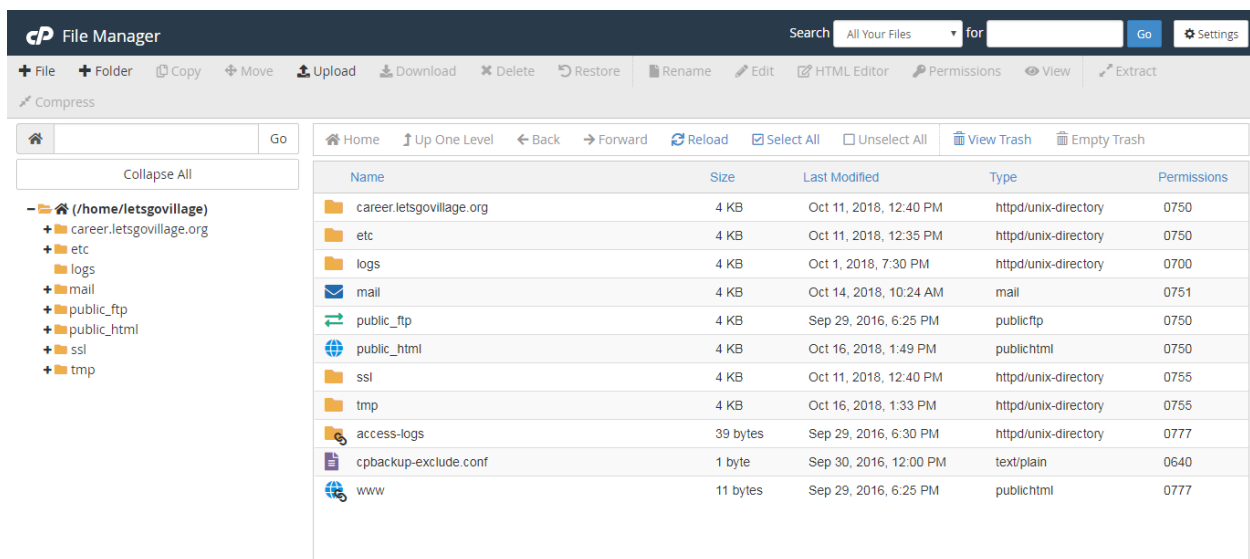


Implementation

Only admin can handle this application. No need more users and no need to create any account or registration. It's open for all.



cPanel Login Page



cPanel access view

```
Editing: /home/letsgovillage/publi Encoding: utf-8 Re-open Use legacy editor Save Changes Close
Keyboard shortcuts Q >_ ↶ ↷ ↺ 16px HTML
39 <div class="navbar navbar-inverse navbar-fixed-top" role="banner">
40 <div class="container">
41 <div class="navbar-header">
42 <button type="button" class="navbar-toggle" data-toggle="collapse" data-target=".navbar-collapse">
43 <span class="sr-only">Toggle navigation</span> <span class="icon-bar"></span> <span class="icon-bar"></span> <span class="i
44 </button>
45 <a class="navbar-brand" href="index.html"><h1></h1></a>
46 </div>
47 <div class="collapse navbar-collapse">
48 <ul class="nav navbar-nav navbar-right">
49 <li class="scroll active"><a href="#navigation">ABOUT US</a></li>
50 <li class="scroll"><a href="#about-us">WHO WE ARE</a></li>
51 <li class="scroll"><a href="#services">Dream & Plan</a></li>
52 <li class="scroll"><a href="#our-team">SCIENTIST</a></li>
53 <li class="scroll"><a href="#portfolio">WHAT WE DO</a></li>
54 <li class="scroll"><a href="#clients">INSPIRATION</a></li>
55 <li class="scroll"><a href="#blog">MOTIVATION</a></li>
56 <li class="scroll"><a href="#contact">CONNECTIVITY</a></li>
57 </ul>
58 </div>
59 </div><!--/navbar-->
60 </div><!--/navigation-->
61 </header> <!--/#navigation-->
62
63 <section id="home">
64 <div class="home-pattern"></div>
65 <div id="main-carousel" class="carousel slide" data-ride="carousel">
66 <!--#carousel-indicators-->
```

Navigation Backend Code

```
Editing: /home/letsgovillage/publi Encoding: utf-8 Re-open Use legacy editor Save Changes Close
Keyboard shortcuts Q >_ ↶ ↷ ↺ 16px HTML
1 <!DOCTYPE html>
2 <html lang="en">
3 <head><meta http-equiv="Content-Type" content="text/html; charset=ibm866">
4
5 <meta name="viewport" content="width=device-width, initial-scale=1.0">
6 <meta name="description" content="Career decision making difficulties">
7 <meta name="keywords" content="Career, Future, Life, Science, ICT, Career Awareness" />
8 <meta name="author" content="">
9 <title>Lets Go village - Career | Science | ICT</title>
10 <link href="css/bootstrap.min.css" rel="stylesheet">
11 <link href="css/prettyPhoto.css" rel="stylesheet">
12 <link href="css/font-awesome.min.css" rel="stylesheet">
13 <link href="css/animate.css" rel="stylesheet">
14 <link href="css/main.css" rel="stylesheet">
15 <link href="css/responsive.css" rel="stylesheet">
16 <!--[if lt IE 9]> <script src="js/html5shiv.js"></script>
17 <script src="js/respond.min.js"></script> <![endif]-->
18 <link rel="shortcut icon" href="images/ico/favicon.png">
19 <link rel="apple-touch-icon-precomposed" sizes="144x144" href="images/ico/apple-touch-icon-144-precomposed.png">
20 <link rel="apple-touch-icon-precomposed" sizes="114x114" href="images/ico/apple-touch-icon-114-precomposed.png">
21 <link rel="apple-touch-icon-precomposed" sizes="72x72" href="images/ico/apple-touch-icon-72-precomposed.png">
22 <link rel="apple-touch-icon-precomposed" href="images/ico/apple-touch-icon-57-precomposed.png">
23 </head><!--/head-->
24 <body>
25 <div class="preloader">
26 </div>
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cPanel Coding Editor

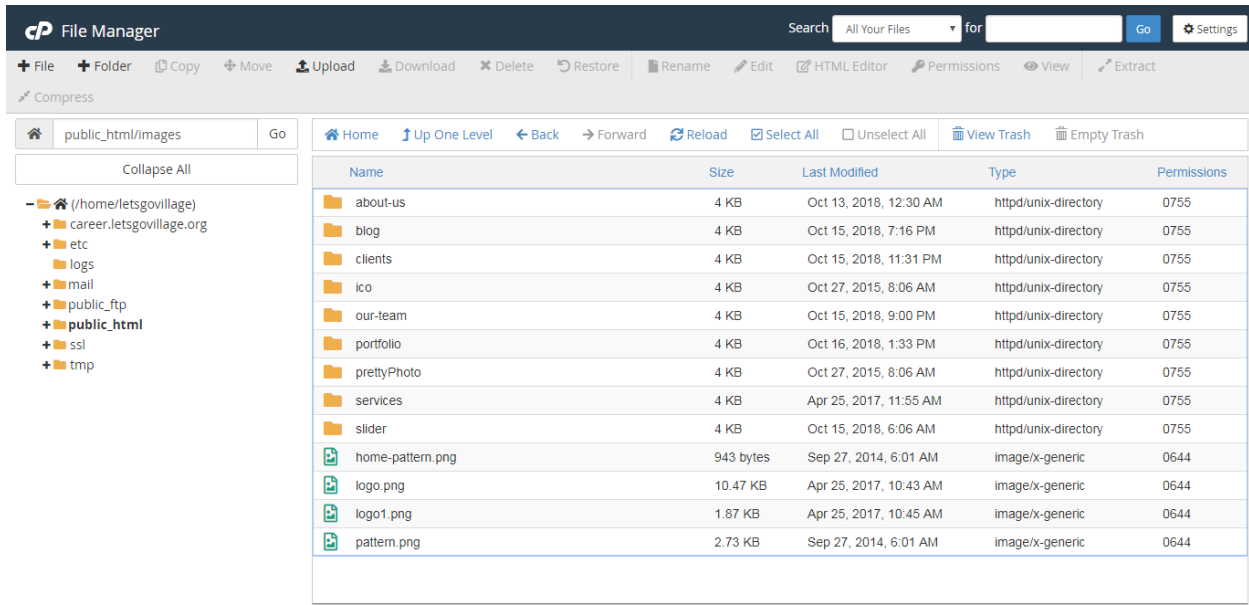
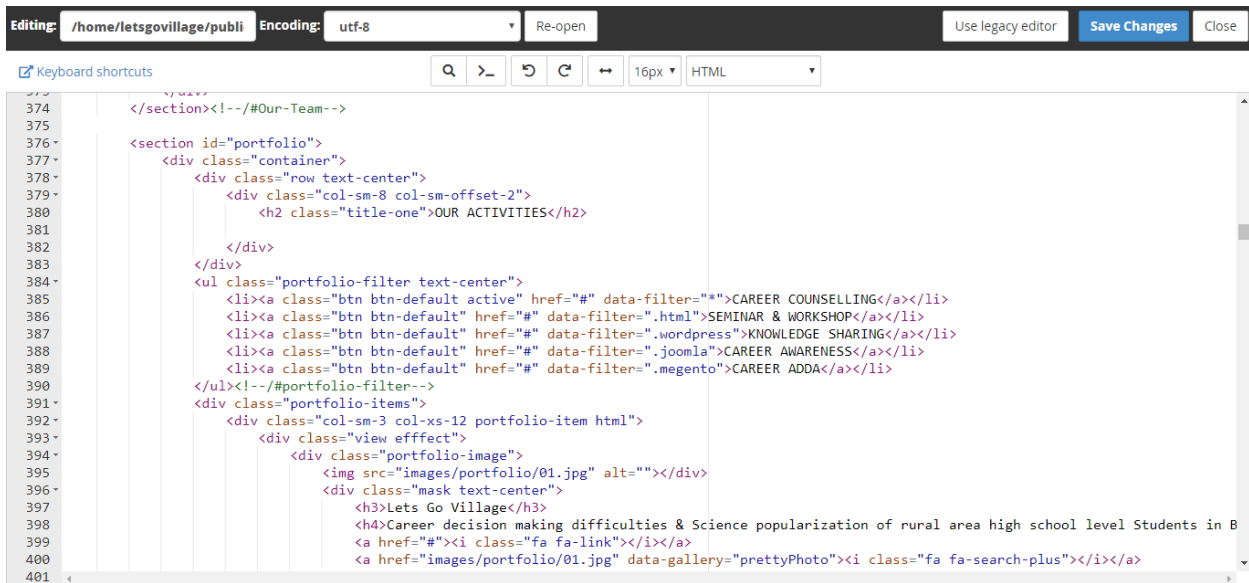


Image stored view in cpanel



Gallery Backend Code

Technology Implementation

This part of the document will contain the following information with respect to technology that will be used for design and development of the website:

Template we used for development Bootstrap

Language we used for development – HTML, CSS, PHP, etc.

Client side scripting like AJAX, jQuery, Java Script

Design Software we used for design – Adobe Photoshop, illustrator

Testing & Evaluation

Authority

This is an Non-Profit organization that domain also mentions .org Maximum content source Wikipedia, International Journal, Case Study, Research and many trusted source.

Purpose

For minimizing the present scenario of rural area high school level students Career related decision making difficulties we developed a web portal / hub where any students can visit and see category wised Article, Documentary, Entrepreneur Story, Business icon life style, Young people activities, Others country's Bangladeshi students life and Bangladeshi Scientist life & Research history etc. All are Bangla content based. I believe who will visit this hub he/she will get lot of Information, motivation and content to make their decision about career.

The Hub is: www.letsgovillage.org

Coverage

Every link and page work properly as we tested again and again. Every image shown clearly and if any one click manages he will see the zoom view clearly. Text & image also balance properly. YouTube videos also work properly. Any browser you can use to visit this hub. Desktop based Browser like Mozilla Firefox, Google chrome, Opera, Safari we already tested. Mobile based browser like Android, IOS also tested, all are worked properly. There is no error still we checked.

Currency

It's already in live in host globally & domain also registered, anyone can see from any country of the world. Per month one or two time it will be update, added new categories also content. At the same time 100/200 people can browse the website.

Objectivity

Career related decision making difficulties are one of the most common reasons to breakdown journey in future of every child. Without proper direction or information they will lost their path. Using ICT Technology we build a Hub where they will get Information, Motivation, reading material that can help them to make decision about their career. We added a lot of information including details link if any one internet to know more then he/she will click read more that's enough.

Accuracy

There is contact page and contact information also. Anyone wants to contact with author or organization he can. We provide there contact no, email and address also. Any one wants to share idea for future development he can. There are lot options like Social media link also clearly worked.

Career Related LAB & Science Popularization

In rural areas we can establish at least a well-equipped laboratory for all the schools of the area. Then the fund of the laboratory would be good enough for a well-equipped laboratory. If School lab updated who are thinking about science he/she will interest to come here and he/she will reach their Goal.

We have not enough resource to know about science, if any student reading science what he will do in future? He/she don't know! In our parents always thinking in science education cost so high, and education style also tough but the things is there is lot of scope who lost when they will need to listen their family opinion or others. We should encourage them to come and read science and technology, the whole world now depends on science & technology. Without science the world is nothings.

We should create a culture of science education in rural areas. We need to work on science education popularization because it's a big part of Career. In schools we hold cultural programmes, sports events and many other things but career related science programmes or science related programmes are not available. Holding science fairs & Career Fair should be mandatory. And for this we can initiate programmes like Inspire. Incentives work better. The government cannot do all these alone. They should invite private organizations like Freedom Foundation and make policy for public-private partnership.

Inspiration

There are a lot of ways to inspire them. Like we can provide them articles or books about Bangladeshi Scientist Life Style, Discuss with them about Bangladeshi Leader, Poet, Scientist, Business Man, Lawyer, Banker, Noble winners life style and education background and how they will achieve their aim. We can make big Banners or Posters who are from our country but they are now living in other countries for Career Purpose. We can show them their activities via Documentaries and we can provide them books about their life style and how they will be successful like them. We can't do change all everything in one day but we need to start step.

Easy Book Writing

So, how can we attract students to education? In response to this question, 31.4% talked about easy teaching methods and 15.5% talked about writing books in simpler and more communicative ways. This year gov't tried to write a book in a simpler way. This IT book is for class VI students, written in a different way incorporating images and style of storytelling. This is a pilot project. After assessing the feedback we will think on how to make a science book more communicative. We need to focus about our books also. This is very important.

Television, Media & Newspaper

Television, media & newspaper are also big parts of changing anyone's career path. We have to use Television and other media in encouraging about education, awareness about career. Not only students but also our students' parents will be inspired to see those devices. If we look at the present situation we do not have any career related programmes in TV or media for our children.

Social Media

Now a day's social media is a strong way to learn and communication. We can use social media to inspire our rural area high school students. There is available content about career awareness in Google, YouTube and Facebook. If that can be translated into Bengali it would be a great contribution for them. We need to translate those video's content and send rural area school. Another way is our teachers can check those videos and check social media about career related awareness, they teaches their students in class room beside text book.

5.4 Conclusion & Future Works

In this work, we identified the most significant which can increase CDD when adolescents are started to think and try to seek his future career positions and found that the adolescent of middle-class family are faced much career decision difficulties than high- and low-class families in Bangladesh. We also wish that these analytics will be helpful to recommend adolescent how to take perfect decision about careen planning by reducing impact of different factors. Although some limitations are considered such that we considered a very small amount of data (N=361) in a particular district. Besides, we cannot follow translation validation approach in CDDQ that contains a drawback about justification of local adolescents in cross cultural study. In future work, we will try to minimize these drawbacks by collecting data throughout Bangladesh with translation validation copy of CDDQ. Besides, cross cultural data will also be justified and found significant factors of adolescent of Bangladesh considering other factors of different countries.

5.5 Questionnaire

*Career Related Decision-Making Difficulties 34 Questionnaire developed by **Professor Emirates Itamar Gati, Ph.D.** , The hebrew university of Jerusalem, Jerusalem and Rehovot, Israel.*

This questionnaire's aim is to locate possible difficulties and problems related to making career Decisions.

Please begin by filling in the following information:

Age:

Gender: Female / Male

Family: Single / Double

Live: Village / Town

Family Income:

Politics Interest:

Number of years of education:

Family Job holder:

Have you considered what field you would like to major in or what occupation you would like to choose?

Yes / No

If so, to what extent are you confident of your choice?

Not confident at all 1 2 3 4 5 6 7 8 9 Very confident

Next, you will be presented with a list of statements concerning the career decision-making process. Please rate the degree to which each statement applies to you on the following scale: Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well

Circle 1 if the statement does not describe you and 9 if it describes you well. Of course, you may also circle any of the intermediate levels. Please do not skip any question.

1. I know that I have to choose a career, but I don't have the motivation to make the decision now (I don't feel like it).
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
2. Work is not the most important thing in one's life and therefore the issue of choosing a career doesn't worry me much.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
3. I believe that I do not have to choose a career now because time will lead me to the right career choice.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
4. It is usually difficult for me to make decisions.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
5. I usually feel that I need confirmation and support for my decisions from a professional person or somebody else I trust.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
6. I am usually afraid of failure.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
7. I like to do things my own way.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
8. I expect that entering the career I choose will also solve my personal problems. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
9. I believe there is only one career that suits me.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
10. I expect that through the career I choose I will fulfill all my aspirations.

Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
11. I believe that a career choice is a one-time choice and a life-long commitment. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
12. I always do what I am told to do, even if it goes against my own will.
Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well
13. I find it difficult to make a career decision because I do not know what steps I have to take. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
14. I find it difficult to make a career decision because I do not know what factors to take into consideration. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
15. I find it difficult to make a career decision because I don't know how to combine the information I have about myself with the information I have about the different careers. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
16. I find it difficult to make a career decision because I still do not know which occupations interest me. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
17. I find it difficult to make a career decision because I am not sure about my career preferences yet (for example, what kind of a relationship I want with people, which working environment I prefer).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
18. I find it difficult to make a career decision because I do not have enough information about my competencies (for example, numerical ability, verbal skills) and/or about my personality traits (for example, persistence, initiative, patience). (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
19. I find it difficult to make a career decision because I do not know what my abilities and/or personality traits will be like in the future.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
20. I find it difficult to make a career decision because I do not have enough information about the variety of occupations or training programs that exist.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)

21. I find it difficult to make a career decision because I do not have enough information about the characteristics of the occupations and/or training programs that interest me (for example, the market demand, typical income, possibilities of advancement, or a training program's prerequisites).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
22. I find it difficult to make a career decision because I don't know what careers will look like in the future.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
23. I find it difficult to make a career decision because I do not know how to obtain additional information about myself (for example, about my abilities or my personality traits).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
24. I find it difficult to make a career decision because I do not know how to obtain accurate and updated information about the existing occupations and training programs, or about their characteristics.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
25. I find it difficult to make a career decision because I constantly change my career preferences (for example, sometimes I want to be self-employed and sometimes I want to be an employee).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
26. I find it difficult to make a career decision because I have contradictory data about my abilities and/or personality traits (for example, I believe I am patient with other people but others say I am impatient).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
27. I find it difficult to make a career decision because I have contradictory data about the existence or the characteristics of a particular occupation or training program. (Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
28. I find it difficult to make a career decision because I'm equally attracted by a number of careers and it is difficult for me to choose among them.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
29. I find it difficult to make a career decision because I do not like any of the occupation or training programs to which I can be admitted.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)

30. I find it difficult to make a career decision because the occupation I am interested in involves a certain characteristic that bothers me (for example, I am interested in medicine, but I do not want to study for so many years).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
31. I find it difficult to make a career decision because my preferences cannot be combined in one career, and I do not want to give any of them up (e.g., I'd like to work as a free-lancer, but I also wish to have a steady income).
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
32. I find it difficult to make a career decision because my skills and abilities do not match those required by the occupation I am interested in.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
33. I find it difficult to make a career decision because people who are important to me (such as parents or friends) do not agree with the career options I am considering and/or the career characteristics I desire.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
34. I find it difficult to make a career decision because there are contradictions between the recommendations made by different people who are important to me about the career that suits me or about what career characteristics should guide my decisions.
(Does not describe me 1 2 3 4 5 6 7 8 9 Describes me well)
Finally, how would you rate the degree of your difficulty in making a career decision?
Low 1 2 3 4 5 6 7 8 9 High
Copyright (c) 2000, 2002, 2010 Itamar Gati and Samuel H. Osipow. All rights reserved. cddq34q.doc For each statement, please circle the number which best describes you.

Questionnaires বাংলা ফরমেট:

প্রথমে নিচের ছকটি পূরণ কর:

প্রশ্নাবলী:

- বয়স –
- তুমি কি ছেলে না মেয়ে – ছেলে / মেয়ে [টিক চিহ্ন দাও]
- পরিবার: একক পরিবার / যৌথ পরিবার?
- বাসস্থান: শহর / গ্রাম
- পড়া শুনার সময় কাল? [ক্লাস ওয়ান থেকে] –
- পরিবারের মাসিক আয়:
- পরিবারের কেও চাকরি করে: হ্যাঁ/না
- তুমি কি রাজনীতি পছন্দ কর: হ্যাঁ/না
- তুমি কোন বিষয়ে পড়তে চাও বা কোন পেশায় ভবিষ্যতে যেতে চাও তা ঠিক করেছ কিনা? – হ্যাঁ/না
- যদি হ্যাঁ হয় তাহলে তুমি তোমার পছন্দ সম্পর্কে আত্মবিশ্বাসি [টিক চিহ্ন দাও]
কোন আত্মবিশ্বাস নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ খুব আত্মবিশ্বাসি

০২. ক্যারিয়ারের ব্যাপারে সিদ্ধান্ত নিতে তোমাকে কিছু প্রশ্ন করা হবে, নিম্নের স্কেলে তুমি টিক চিহ্ন দাও তুমি কত টুকু বুঝতে পারছ? [টিক চিহ্ন দাও]
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৩. আমি জানি আমাকে একটি ক্যারিয়ার পছন্দ করতে হবে, কিন্তু আমার কোন অনুপ্রেরণা/উৎসাহ নাই যে আমি এখন সিদ্ধান্ত নিব? [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৪. জীবনে কাজ খুবই গুরুত্বপূর্ণ বিষয় কিন্তু এই ব্যাপারটা আমাকে তেমন একটা চিন্তায় ফেলে নাহ?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৫. আমার বিশ্বাস আমার ক্যারিয়ার পছন্দ এখনই করতে হবে নাহ, কারণ সময় আমাকে সঠিক পথ পছন্দ করতে সাহায্য করবে? [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৬. এটা আসলেই কঠিন আমার দ্বারা সিদ্ধান্ত নেওয়াটা?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৭. আমি আসলে ভাবি আমার একজন প্রফেশনাল/ বিশ্বস্ত কারো সাহায্য দরকার ক্যারিয়ারের ব্যাপারে সিদ্ধান্ত নেওয়ার জন্য। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৮. আমি বরাবরই ফেইল এর ব্যাপারে ভয় পাই

[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
০৯. আমি আমার মত করেই করতে চাই
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১০. আমি আশা করি আমি যখন ক্যারিয়ারে প্রবেশ করবো তখন ব্যক্তিগত সমস্যাও সমাধান করে ফেলবো।
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১১. আমি বিশ্বাস করি একটি ক্যারিয়ারই শুধু আমার সাথে মিলে?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১২. আমি আশা করি ক্যারিয়ারের দারাই আমি আমার সব ধরণের আকাঙ্ক্ষা পূর্ণ করতে পারবো
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৩. আমি বিশ্বাস করি ক্যারিয়ার পছন্দের ব্যাপারটি একবারই পছন্দ করার জিনিস এবং সারাজীবনের জন্য অস্বীকার
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৪. আমি সব সময় তাই করি যা আমি বলি, এটা যদি আমার নিজের ইচ্ছার বিরুদ্ধেও হয়?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৫. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি জানি না আমি কি ধরনের পদক্ষেপ নিতে হবে?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৬. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল এবং আমি জানি নাহ কি কি বিষয় গুলো বিবেচনা করতে হবে?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৭. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি এখনও আমার পছন্দ সম্পর্কে পুরপুরি নিশ্চিত/শিউর নয়, যেমনঃ মানুষের সাথে কি ধরনের সম্পর্ক থাকা উচিত, কি ধরনের কাজের পরিবেশ আমার পছন্দ অথবা কাজ করতে গেলে কি ধরনের সম্পর্ক থাকা উচিত আমি জানি নাহ?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
১৮. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি নিজে এখনও জানি না/ বুঝতে পারি না যে কোন কাজে আমার আগ্রহ আছে?
[আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]

১৯. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি জানি না ভবিষ্যতে আমার স্বভাব এবং/বা আমার সক্ষমতা (কাজের) কি রকম হবে? [উদাহরণ – আমি মানুষের সাথে কি ধরনের সম্পর্ক চাই, কি ধরনের কাজের পরিবেশ পছন্দ করি] [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
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২১. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি ঠিক জানি না আমার সামর্থ্য অথবা আমার ব্যক্তিগত বৈশিষ্ট্য সমূহ ভবিষ্যৎ এ কমন হবে? [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২২. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমার কাছে বিদ্যমান বিভিন্ন পেশা ও প্রশিক্ষণ কর্মসূচী সম্পর্কে যথেষ্ট তথ্য নেই? [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৩. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমার আগ্রহী বিভিন্ন পেশা ও প্রশিক্ষণ কর্মসূচী সম্পর্কে যথেষ্ট তথ্য নেই? (উদাহরণ সরুপঃ বাজার চাহিদা, অগ্রগতির সম্ভাবনা) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৪. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি জানি কোন পেশা/ক্যারিয়ার এর ভবিষ্যৎ ভালো? [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৫. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমার সম্মুখে কিভাবে অতিরিক্ত তথ্য অর্জন করতে হবে। (উদাহরণঃ আমার সামর্থ্য সম্মুখে অথবা আমার ব্যক্তিত্বের বৈশিষ্ট্য সম্মুখে) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৬. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি জানি না কিভাবে বিদ্যমান পেশা সমূহ ও প্রশিক্ষণ কর্মসূচী অথবা সে গুলোর বৈশিষ্ট্য সম্মুখে সঠিক এবং হালনাগাদকৃত তথ্য জানবো। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৭. আমি জানি ক্যারিয়ার পছন্দের ব্যাপারটা খুবই জটিল কারণ আমি ক্ষণে ক্ষণে আমার ক্যারিয়ারের এর ব্যাপারে মত চেইঞ্জ করি। (উদাহরণঃ মাঝে মধ্যে নিজেই স্বাবলম্বী হতে চাই এবং মাঝে মধ্যে অন্যের অধীনে চাকরী করতে চাই) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
২৮. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, আমার নিজের সম্পর্কে আমার ধারণা পরস্পর বিরোধী (যেমন, আমার মনে হয় আমি ঠিকি দৈর্ঘ্যশীল, কিন্তু মানুষ বলে আমি দৈর্ঘ্যহীন) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]

২৯. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, কোন নির্দিষ্ট পেশা বা ট্রেনিং সম্পর্কে আমার ধারণা পরস্পর বিরোধী। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
৩০. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, বিভিন্ন পেশা সম্পর্কে আমি সমান আকর্ষণ অনুভব করি এবং এগুলোর ভেতর থেকে যেকোন একটি পছন্দ করা আমার জন্য কষ্টকর। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
৩১. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, আমার ভর্তি হওয়ার যোগ্যতা আছে - এমন কোন পেশা বা কোন ট্রেনিং ও আমার পছন্দ হয় নাহ। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
৩২. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, কোন পেশা আমার ভালো লাগে, কিন্তু ওই পেশার অন্য কোন দিক/ বৈশিষ্ট্য আমার কাছে বিরক্তিকর মনে হয়। (যেমন, আমার ডাক্তার হওয়ার ইচ্ছা, কিন্তু আমি এজন্য অনেক বছর পড়াশোনা করতে চাই নাহ।) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
৩৩. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, আমার পছন্দ গুলি যেকোন একটা পেশার সাথে মেলানো যায় নাহ। (যেমন, আমি ফ্রিল্যান্সার হতে চাই কিন্তু আমার ইনকাম সব সময় সমান হতে হবে। এক সময় কম, এক সময় বেশি - এরকম হলে হবে নাহ।) [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
৩৪. ক্যারিয়ার নিয়ে সিদ্ধান্ত নেয়া আমার কাছে কঠিন মনে হয় কারণ, আমার যোগ্যতা/দক্ষতা আমার পছন্দের পেশার সাথে মেলে নাহ। [আমার স্পষ্ট ধারণা নাই ০ ১ ২ ৩ ৪ ৫ ৬ ৭ ৮ ৯ আমার স্পষ্ট ধারণা আছে]
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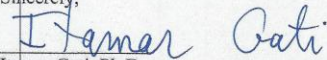
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