DISTRICT INSTITUTE OF EDUCATION AND TRAINING

THIRUMOORTHY NAGAR, TIRUPPUR DISTRICT

RESEARCH PROJECT

IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT

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SUBMITTED TO

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING COLLEGE ROAD, CHENNAI – 6

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<u>CERTIFICATE</u>

I certify that the research Project entitled — **IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT "** is carried out under Supervision and is submitted by the Research Coordinator. Which is an original and independent research work done by our Research Coordinator of this institute during the period from 2024.

Place: T.M.Nagar.   Signature of the Principal

Date:

CERTIFICATE

       I certify that the research Project entitled ― **IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT"** is carried out under my Guidance, Which is an original and independent research work done by V.SUGUNA, Lecturer, DIET, Thirumoorthy Nagar, Tiruppur District during the period from 2024.

Place: T.M.Nagar.   Signature of the Research Coordinator

Date:

DECLARATION

I hereby declare that the research Project entitled ― **IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT"** is carried out under the guidelines of SCERT Director, Chennai – 6 and it is submitted by me. Which is an original and independent research work done by our Research Coordinator of this institute during the period from 2024 .

Place: T.M. Nagar.   Signature of the Researcher

Date:

ACKNOWLEDGEMENT

Chapter– 1

1.1 Introduction

Choosing one's career depends on what one wants to do. It is not an easy task due to the complex and fluid character of the world of work. It involves not one decision, but a large number of decisions over a considerable period of time. The individual who learns decision-making early in life has an advantage over the person who moves along deciding matters by trial and error. Hence, a person's life may be seen as a string of career de isions reflecting individual's groping for an ideal fit between self and work (Bordin, 1984). The decision-making with respect to career is a developmental process that takes many years during which the ultimate decision is determined by a series of actions and each one is dependent at least on some measures on preceeding ones. The actions following a considerable number of decisions are made at a great cost and are more or less irrevocable and this indicates their importance for the future. If an individual wants to become an engineer, he enters the non-medical stream and thus except in rare chances he cannot pursue medical or any other profession. The Nan mudhalvan scheme was primarily created for students   in Tamilnadu**.** Numerous programmes for children's skill

development are run by both the federal government and state governments. These strategies are put into action to carry out various skill- development projects. Through participation in these programmes, young people can develop their skills. The state government of Tamilnadu has implemented the Naan-mudhalvan scheme. Through this initiative, the government would yearly develop the abilities of 10 lakhs young people. This programme will help students identify their skills and give them training that will eventually enable them to find a better career. The eagerly anticipated portal has officially gone live. The Tamilnadu Nan-Muthalvan skill development portal was unveiled by the chief minister of Tamilnadu. On March 1, our honourable chief minister Stalin launched TN Skill Development for teenagers and young adults in high school and college. On August 29, 2022, Chief Minister M.K.Stalin launched a platform for specialised upskilling and the Tamilnadu government linked Memorandums of understanding with over 47 enterprises. CM claims that deals involving Microsoft and Infosys have been made with large businesses to achieve this goal. In present scenario the significance of the professional guidance and

career guidance programmes for education has been recognized for secondary and senior secondary students especially in the context of recent changes in the Indian education system which aims to bridge the gap between education and life efforts are on at making education more work-oriented. In the present system the ten year general schooling focuses on providing general

education with socially useful productive work and work-experience programmes. After this stage the students ha choice of courses from the academic and vocational streams available in schools for two years of senior secondary education, followed by three years of tertiary level of education.

The role of education in the developing India, at present is extremely critical. In every two three years different educational committees and commissions are giving their recommendations to bring changes in the educational perspective of free India, so that the ultimate goal of the nation can be achieved. Starting from the Kothari Commission (1964-66) to Patel Committee (1977) and Adiseshiah Committee, each of these committees gives stress on the vocational aspect of education. One of the recommendations given by Kothari Commission Report reads that "**At the secondarystage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspect so that they can get an opportunityto get self employment.**"

The National Policy on Education 1986, emphasizes the development of potentialities of every child in the school for proper utilization of the vast human resource for national development. It also stresses the need and importance of inculcating positive attitudes towards all kinds of work.

There is a rich range of grass roots initiatives in many countries, which are grounded in career guidance or contain career guidance elements. Globalisation in general and new information technologies in particular, provide greatly enhanced opportunities for sharing of practice and for collaboration. But these opportunities need to be linked to deeper understanding of the distinctive needs of different cultures and different target-groups. Globalisation also raised a serious threat to many indigenous crafts, literary traditions and knowledge systems. With the diversification of job profiles and the variety of competencies that are required for most jobs in the societies of today, career guidance becomes ever more important for the young generations. It is, however, no longer enough to simply provide young people with information about different occupations available in the national or international economy. Career guidance needs to teach young people the competencies to recognize and build on their abilities and strength, to identify their interests, to define their goals in life and to make their choices accordingly.

The Indian system of education and its functioning styles could nottake into account the ground level realities relating to vocational choices completely. In many cases, wrong choices based on the degree of social prestige are selected. Such students end up in inferior vocational performance and therefore are unable to provide proper social returns through their professional performance. There are a lot of studies which show that the quantity and quality of

career information possessed by a student at the timeof adolescence has very much to do with their success in their career. If one is to go by the available literature on vocational choices by Indian students, there is very little evidence to show that the vocational decisions taken by the students at this stage are realistic and psychologically valid. In India, our students and parents have maximum concentration on the cognitive aspects of students.

1.2 Career and Career Guidance- The Concept and its Evolution

Career is defined in the Oxford dictionary as an "occupation undertaken for a significant period of a person's life and with opportunities for his progress" ("Career", n.d.). Understood in this way the word career can be applied to all forms of occupations as against the popular notion of only people in certain occupations being considered as having a career. However, generally the word 'career' is linked to occupations that are associated with some form of prestige and formal qualifications. The concept and understanding of the word 'Career" has changed tremendously in the last few years worldwide. What was once considered a family engagement has now evolved into a lifelong engagement which is seen as a means for personal and social growth and development.

Beginning with career planning the career goals of an individual change from securing an entry into the world of work, to sustaining oneself and progressing in his chosen path. In today's scenario, the individual may need to equip himself with necessary skills and this may require professional assistance and career counseling. Many global phenomena have influenced the conception and development of the field of career guidance. Its origins can be traced back to early 20th century and the industrial revolution in the West which necessitated the birth of this field. Most of the theories of career development and guidance were developed in the western economies which were widely influenced by the industrial revolution. However in the present world, in developing economies with their large workforce and changing concepts of career, there is a need to redefine the meaning of career in ways that are culturally appropriate and build theories and models based on this culturally sensitive understanding.

1.3 Context and Career Guidance

The concept of a career and career guidance is seen to be highly influenced by cultural, social and economic factors. Recent career management paradigms advocate that career development is a process that is the outcome of a complex interaction between the individual and the environment. It is an ongoing process that needs to be understood in the broader context of

the society that the individual is placed in (Arulmani & Nag-Arulmani, 2004)

1.4 Purposes of Counseling and Guidance

There have been many purposes of counseling and guidance in all aspects; but in this case, the significant purpose has been identified from the perspective of education and the purposes have been stated as follows: (Ojo, 2006).

1.   The individuals have to be made aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities; hence they have to be made aware about their own positive points and negative points.

2. Effective, meaningful and significant information has to be provided to them in solution of their problems.

3.   The students should learn how to scrutinize their weaknesses and then overcoming them; the role of the counselor and a guide is to help them how to catch the fish on their own and not catching fish by themselves and giving it to them.

4.   Students may also need counseling and guidance services regarding the selection of a career; in this case, they should assist them in making appropriate, satisfying and interesting educational choices.

5.   The teachers as well as the parents should also meet with the counselor or the guide, because it is crucial for them to effectively assist the student who is undergoing counseling and guidance sessions. The parents and the teachers should understand the needs and problems of the students and harsh behavior or screaming at the student is strictly prohibited.

6.   The school authorities or the administrators should be assisted in improving the educational objectives, planning and course curriculum.

7.   The school environment should be formed in such a manner that students should feel safe and sound, they should develop proper attitude towards school, teachers, classmates, values, norms, policies, interests, beliefs, discipline and rules.

8.   Students should be guided to identify their flaws and inconsistencies in the field of education and improve upon their learning. They should be guided in a manner to promote effectiveness.

9.   Students who get addicted to underage drinking and usage of drugs should be shown the right direction and prescribe ways to get rid of such things because they are the major hindrances to ones personal and professional development.

10.   It is essential to promote amongst the students a sense of awareness, ability to acquire sufficient knowledge regarding their studies, when studying they should put complete focus, and become more capable and intelligent.

1.5 Characteristics of Career Counseling

The following are the characteristics of career counseling: (Soumeli, 2012).

1.   Counseling is part of an extensive sector of applied psychology, which has been extended in the structures of career counseling as well as of guidance and sustenance of the individuals during their attempt to practice a career according to their skills and capabilities, or their endeavor to decide upon the psychological problems correlated with their educational and professional life.

2.   Education and career decision making is vital for every individual. Especially, in the present existence, in an era, distinguished primarily by the quick transformation and internationalization of labor, determining and managing a career becomes difficult and it is often aggravating. The person is needed to hold upon the knowledge, be familiar with the objectives, values, requirements and functions that are involved. With the new data and information available, one is discussing about a new model for Professional Development which is the model of Personal Career Management. As far this model is concerned, the individual is required to have the opportunity to reassess the connection between the obtained educational qualifications, the jobs and the personal skills and abilities that he possesses, to be organized through a lifelong learning process in order to be forwarded effectively along with the speedy transformations taking place in the labor market.

3.   Accordingly, the professional selection is not a single final decision but it is the outcome of a complete sequence of progressive conclusions, a procedure by which a person finds every time, that is vital in his life and recognition of his or her main priorities.

4.   Through the development of the above model, one approaches the contemporary and practical measurement of the individual career as a measured, continuing and a complicated process that involves the counseling, the psychological and educational measurement and last but not the least; it also requires the active participation of the students, job seekers and graduates. The model of Personal Career Management is advanced as a regular and multifaceted process that involves the counseling, the psychological and educational measurement and similarly also requires the active participation of the students, job seekers and graduates. The student has already made a preliminary educational selection. After that, he has to make a professional

selection which can either be additional education professional training or organization of seminars, workshops, obtaining a master degree, doctorate and so forth.

1.6 Assumptions Underlying the Practice of Career Counseling

The following assumptions have been classified that form the fundamentals of career counseling: (Handbook on Career Counseling, 2002).

1. People possess the capability and prospects to formulate the career choices for their lives. The amount of freedom in making career choices is to some extent dependent upon the social, economic, and cultural framework of the individuals.

2. Prospects and selections should be available for all individuals, irrespective of gender, socio-economic class, religion, disability, sexual orientation, age, cultural background or socio- economic status.

3. Individuals are generally presented with career selections throughout their lives.

4. People are generally involved in a wide range of work roles and different kinds of jobs across their lifespan. These roles include both paid and unpaid work.

5. Career counselors assist individuals in discovering, pursuing and accomplishing their career goals.

6. Career counseling mainly consists of four elements: (a) helping individuals to acquire greater insight and perceptions in areas such as knowledge, importance, aptitudes, and personality development, (b) uniting students to resources so that they can become more well-informed about occupations and professions, (c) involving students in the decision-making process in order that they can select a career path that is in accordance to their own concerns, norms, proficiencies, aptitudes and personality, and (d) helping the individuals to be self-motivated administrators of their career paths including direction of career transitions and balancing various life roles as well as becoming lifelong learners within the logic of professional development over ones lifespan.

7. The reasons why individuals make an entry in particular professions vary according to the amount of significance positioned upon individual choices, such as interests, or external influences, such as labor market factors or parental expectations.

8. Career decision-making is not something that occurs only one time in a person's life but, rather, it is a continuous process that may take place at any age.

9. All forms and kinds of work are important, and contribute to the accomplishment and welfare of the society.

1.7 Influential Factors in Career Guidance and Student Counseling

There have been four categories of factors that influence career guidance and student counseling: (Report on Effective Career Guidance, 2002).

1. Genetic Endowment and Special Abilities- Race, gender, physical appearance and characteristics; individuals vary both in their capability to benefit from learning experiences and to acquire access to various kinds of learning experiences because of these types of inherited qualities.

2. Environmental Conditions and Events- Social, cultural, political, economic and natural forces and natural resources; these are normally external to the control of any one individual; their influence can be prepared or unprepared.

3. Learning Experiences- Each individual has a unique history of learning experiences that result in their selection of different career opportunities. They often don't retain the information of the precise nature or series of these learning experiences, but rather they keep in mind the wide- ranging conclusions from them for example, one possesses the ability to work under stress and working with young children. The two main types of learning experiences identified in the theory are an instrumental learning experience which consists of preceding conditions and incentives, behavioral responses that are explicit and concealed, consequences and associative learning experiences where individuals recognize the relationship between two or more sets of stimuli in the environment for example, observation, reading or hearing about occupations; these can result in occupational stereotypes.

4. Task Approach Skills- Communications among learning experiences, genetic illustrations, and environmental influences result in the development of task approach skills. These include personal standards of presentation, work habits and emotional reactions. In the past, the trained task approach skills that are functional to a new task or problem both affect the effect of that task or problem and make themselves adapted and transformed.

Humphreys and Traxier (1960) have discussed about 10 general mistakes that people make in choosing a career these are:-

1. Individual chooses the occupation for which he does not have mental capabilities. Therefore, choice of career should be based upon one'scapabilities.

2. People choose career which has limited employment potential. One should see that career he wants to take up has ample job opportunities.

3. People choose careers for which they are weak in its tool subject or basic subject. A boy, who is weak in spellings, comprehension, grammar, etc. should not choose a career in

journalism or literature.

4.   All occupations require a certain levels of skills. Person who can not attain that level of performing skills some time choose those occupations. For example, to be a classical musician and performer one requires long durations of practice and a high level of skills. Even a student is good in music; he should have extra-ordinary skills to be a performer in this field. Therefore, he should assure himself that he would be able to attain that level of skills before embarking on a career as a musician.

5.   Personality traits also important in an occupation. Occupations demand different types of personality characteristics. People choose occupation without considering this aspect. If a person cannot sit at one place for long hours, he should not choose a desk job.

6.   People are attached towards certain occupations and want to be a part of it because of its glamour. Many girls in these days want to be models or T.V. performers due to the glamour attached to these jobs without knowing the specific details of life styles and demands of these occupations. Such thing should be avoided.

7.   People choose occupation without considering their financial limitations. If a student is aspiring for education abroad, he should weight his financial resources.

The **Naan Mudhalvan** initiative is a significant upskilling platform in Tamil Nadu, aimed at enhancing industry-relevant skills for the state's youth. Here are some key points about it:

1.   **Objective**: The scheme aims to equip approximately 10 lakh youth across the state annually with skills that will help them realize their talents for the benefit of the country[1].

2.   **Training and Guidance**: Naan Mudhalvan identifies, trains, and offers career and academic guidance to talented students in government-run and State-aided educational institutions[1].

3.   **Massive Reach**: Over 23 lakh students have been trained across 2,200+ institutions, covering 250+ courses in various fields[2].

4.   **Courses Offered**: The platform provides a wide range of courses, including psychometric tests, hackathons, finishing school programs, mandatory courses, paid courses, and free courses[2].

5.   **Dynamic Information**: Naan Mudhalvan offers dynamic information about courses and industry-specific skill offerings, enabling students to choose training relevant to their interests and career goals[2].

Remember, this initiative aims to empower Tamil Nadu's youth by enhancing their skills and opening up opportunities for growth and success!

n response to the evolving needs of a rapidly advancing society, Tamil Nadu unveils the groundbreaking Naan Mudhalvan Scheme. This visionary initiative aims to revolutionize education and skill development, thereby empowering the youth to chart a path towards a prosperous future. The Naan Mudhalvan Scheme is designed to address the multifaceted challenges hindering the holistic development of Tamil Nadu's youth. By fostering a conducive environment for learning and skill acquisition, the scheme seeks to equip individuals with the tools necessary to thrive in the modern economy. Key components of the Naan Mudhalvan Scheme include comprehensive educational reforms, innovative skill development programs, and robust career guidance initiatives. Through an integrated approach, the scheme endeavors to nurture talent, encourage entrepreneurship, and bridge the gap between academia and industry.

Moreover, the Naan Mudhalvan Scheme prioritizes inclusivity, ensuring that all segments of society have equal access to educational and skill-building opportunities. By promoting diversity and equity, the scheme aims to unleash the untapped potential of every individual, fostering a culture of innovation and excellence. Central to the success of the Naan Mudhalvan Scheme is collaboration between government agencies, educational institutions, industry partners, and civil society organizations. By leveraging collective expertise and resources, the scheme aims to create a vibrant ecosystem that fosters continuous learning and growth. As Tamil Nadu embarks on this transformative journey, the Naan Mudhalvan Scheme emerges as a beacon of hope, offering a blueprint for sustainable development and inclusive progress. With unwavering commitment and concerted effort, the scheme seeks to pave the way for a brighter, more prosperous future for generations to come. In short, the approach involves discussing the subject of the paper using data and facts from pertinent secondary sources. It emphasizes the significance of the contemporary social, political, and economic environment.

1.8 Naan Mudhalvan: Bridging Educational and Skill Gaps in Tamil Nadu

Naan Mudhalvan is an ambitious initiative aimed at bridging educational and skill gaps in Tamil Nadu, India. Recognizing the importance of education and skill development in empowering individuals and driving socio-economic growth, this program adopts a comprehensive approach to address various challenges faced by the state's youth. The initiative aims to improve education quality across all levels, including primary and higher education, through

curriculum reforms, teacher training programs, infrastructure development, and modern

teaching methodologies. Naan Mudhalvan emphasizes vocational skill development programs, collaborating with industry partners to identify skill gaps and design training modules for students in the competitive job market. Naan Mudhalvan offers career counseling services in Tamil Nadu, assisting students with informed career decisions through aptitude tests, personality assessments, and tailored career paths. Naan Mudhalvan provides entrepreneurship support, including mentorship, funding, and business development resources, to help aspiring entrepreneurs turn their ideas into successful ventures. The initiative focuses on enhancing digital literacy by providing training in computer literacy, internet usage, and digital tools, enabling students to effectively utilize technology in their academic and professional pursuits. Naan Mudhalvan prioritizes inclusivity and equality in education and skill development, focusing on marginalized communities like women, rural populations, and people with disabilities. The initiative employs robust monitoring and evaluation mechanisms to track student progress and identify areas for improvement, utilizing feedback from stakeholders to refine program implementation. By addressing educational and skill gaps comprehensively, Naan Mudhalvan aims to empower the youth of Tamil Nadu with the knowledge, skills, and confidence they need to succeed in today's rapidly evolving world. Through collaboration with government agencies, educational institutions, industry partners, and civil society organizations, the initiative strives to create a brighter future for the state's youth and contribute to its overall development and prosperity.

1.9 Naan Mudhalvan Scheme: Empowering Tamil Nadu's Youth and Workforce

In Tamil Nadu, the Naan Mudhalvan scheme is a comprehensive program designed to empower the state's young workers and promote growth and development. The Naan Mudhalvan scheme focuses on skill development programs, including vocational, technical, and soft skills training, to improve employability and entrepreneurship among youth across various industries. The Naan Mudhalvan programme encourages industrial alliances, supports startups and small enterprises, and promotes investment in critical sectors with the aim of providing youngsters with work possibilities. The scheme promotes entrepreneurship by offering funding, mentorship programs, incubation centers, and regulatory assistance to aspiring entrepreneurs. Naan Mudhalvan prioritizes youth empowerment through leadership development programs, civic engagement activities, and decision-making platforms to empower young people to become community agents of change. The scheme aims to empower women in Tamil Nadu through

education, entrepreneurship, and workforce participation, recognizing their crucial role in socio-economic development. The scheme promotes digital literacy and technology adoption, preparing youth with necessary skills for the digital age through training, e- governance initiatives, and innovation in technology-driven solutions.

The Naan Mudhalvan scheme aims for inclusive development, focusing on marginalized communities and regions, by addressing socio-economic disparities and providing equitable opportunities. The scheme's effectiveness is ensured through robust monitoring and evaluation mechanisms, which involve regular assessment of key performance indicators and stakeholder feedback for necessary adjustments. Overall, the Naan Mudhalvan scheme represents a holistic approach to youth and workforce empowerment in Tamil Nadu, aiming to unleash the potential of the state's young population and drive sustainable socio-economic development.

1.10 Naan Mudhalvan: Empowering Tamil Nadu's Socio-Economic Progress

Naan Mudhalvan is a vision and call to action in Tamil Nadu, promoting leadership and civic responsibility, encouraging individuals to lead their communities and contribute to society's betterment.Naan Mudhalvan emphasizes grassroots development, citizen engagement, and active governance participation for socio-economic development in Tamil Nadu, fostering ownership and accountability among the people. It focuses on education and skill development programs to empower individuals and create a conducive environment for entrepreneurship and employment across various sectors. Infrastructure development aims to boost economic growth, improve connectivity, and improve quality of life, while healthcare and social welfare ensure affordable services and uplift marginalized communities. Promoting environmental sustainability and fostering transparency and accountability are key to preserving natural resources for future generations and fostering trust between the government and its citizens. Through Naan Mudhalvan the government and the people of Tamil Nadu work hand in hand to address socio-economic challenges, harness opportunities, and build a prosperous and inclusive future for all residents of the state. By empowering individuals to take ownership of their roles as active citizens, this initiative strives to create a more resilient, equitable,and vibrant society. Naan Mudhalvan: Transforming Education and Skills in Tamil Nadu

The Naan Mudhalvan initiative has the potential to revolutionize Tamil Nadu, India's educational and skill-building systems, equipping college students for the contemporary global competition in both education and employment. A range of stakeholders and tactics would almost certainly be involved in this sort of development. This would change Tamil Nadu's

educational system into a comprehensive, cutting-edge model for the twenty-first century, bringing contemporary technologies and real-world learning experiences into the classroom. Skill development programs are being implemented to equip students and adults with the necessary skills for the job market, including vocational training, apprenticeships, and entrepreneurship programs. Investing in teacher training programs and providing continuous professional development opportunities will equip educators with the necessary knowledge and skills to effectively teach in the new educational paradigm. Public- private partnerships involve partnering with private companies and industries to design curriculums, offer real-world learning opportunities, and participate in internships, mentorship programs, and industry-sponsored projects. The focus is on enhancing digital infrastructure in schools to facilitate e- learning and access educational resources, encompassing the provision of computers, internet connectivity, and educational software.

Promoting science, technology, engineering, and mathematics (STEM) education aims to equip students with the necessary skills and knowledge for careers in emerging fields like robotics, artificial intelligence, and biotechnology. The focus is on ensuring education and skill development opportunities are accessible to all societal segments, including marginalized communities and individuals with disabilities through specialized programs and support services. Implementing a robust system for assessing student learning outcomes and evaluating educational programs' effectiveness, utilizing a data-driven approach, will identify improvement areas and ensure accountability. Community engagement involves involving parents, local communities, and civil society organizations in the education system to create a supportive learning environment and encourage active participation in educational initiatives. The strategy involves establishing a long-term plan to sustain the momentum of education and skill development reform in Tamil Nadu, ensuring adequate funding and stakeholder partnerships. By implementing a comprehensive initiative like Naan Mudhalvan, Tamil Nadu could significantly enhance its education and skills development ecosystem, thereby empowering its citizens to thrive in the rapidly evolving global economy. Celebrating Diversity: Inclusion in Education and Workforce

In today's globalized world, celebrating diversity and fostering inclusion are not just moral imperatives but also strategic necessities. As we navigate the complexities of the 21st century, it's imperative to ensure that every individual, regardless of their background, has equal access to education and opportunities in the workforce. In Tamil Nadu, a state rich in cultural heritage and diversity, embracing this ethos is not just a choice but a cornerstone of progress. Hence, the unveiling of the Naan Mudhalvan Scheme marks a pivotal moment in our journey

towards empowerment and inclusivity. The Naan Mudhalvan Scheme aims to revolutionize education by embracing the diverse needs of Tamil Nadu's populace. Recognizing that every student is unique, the scheme advocates for personalized learning pathways that cater to individual strengths, interests, and cultural backgrounds. Through innovative teaching methodologies and inclusive curricula, students from all walks of life will find themselves empowered to excel academically and professionally.

Furthermore, the scheme prioritizes the integration of cultural education into the mainstream curriculum. By celebrating Tamil Nadu's rich cultural heritage, students not only gain a deeper appreciation for their roots but also develop a global mindset that fosters respect and understanding for diverse perspectives. In tandem with education reform, the Naan Mudhalvan Scheme places a strong emphasis on skill development. Recognizing the shifting demands of the modern workforce, the scheme endeavors to equip individuals with the practical skills and competencies needed to thrive in today's dynamic job market. From vocational training programs to apprenticeships and internships, the

scheme offers a myriad of pathways for skill acquisition. By fostering partnerships with industry stakeholders, we ensure that our workforce remains agile, adaptable, and equipped to meet the challenges of tomorrow. Central to the Naan Mudhalvan Scheme is the promotion of diversity and inclusivity in the workforce. Through targeted initiatives and incentives, employers are encouraged to prioritize diversity in their hiring practices, ensuring equal representation across all sectors and industries.

Moreover, the scheme advocates for workplace accommodations and support mechanisms to empower individuals from marginalized communities. By creating an environment that celebrates diversity and fosters a sense of belonging, we not only unlock the full potential of our workforce but also drive innovation and creativity. As we unveil the Naan Mudhalvan Scheme for Education and Skill Development, we embark on a journey towards a brighter, more inclusive future for Tamil Nadu. By celebrating diversity, empowering individuals, and fostering inclusivity, we lay the foundation for a society where every individual has the opportunity to thrive and contribute to the collective prosperity of our state. Together, let us champion diversity, embrace inclusion, and pave the way for a better tomorrow.

1.11 Naan Mudhalvan: Empowering Tamil Nadu's Manpower

Naan Mudhalvan a Tamil program aiming to empower Tamil Nadu's workforce, suggests a focus on leadership and empowerment. Naan Mudhalvan aims to enhance Tamil Nadu's workforce's skills, knowledge, and leadership abilities, fostering innovation, economic growth,

and social development through training and resources. The organization offers leadership development workshops, focusing on skills like communication, decision-making, conflict resolution, and strategic thinking, with industry experts sharing insights and networking opportunities. Provide specialized training for various industries, collaborating with experts and educational institutions, emphasizing practical skills acquisition through hands-on training, simulations, and real-world projects. The organization promotes entrepreneurship and innovation by offering guidance on business planning, market research, funding options, legal considerations, and access to incubation centers and mentorship programs.

Empowerment initiatives include promoting gender equality, providing support services for marginalized communities, advocating for policies promoting equal opportunities and fair treatment in the workplace. Naan Mudhalvan plans to establish industry partnerships with top companies, associations, and government agencies to support its objectives, including training initiatives, job placement programs, and research projects. Implement monitoring and evaluation mechanisms for Naan Mudhalvan initiatives, gather feedback from stakeholders, and conduct periodic evaluations to ensure continuous improvement and sustainability. By implementing a comprehensive approach that addresses leadership development, skill enhancement, entrepreneurship support, empowerment initiatives, and industry partnerships, Naan Mudhalvan aims to create a dynamic and resilient workforce that can drive Tamil Nadu's economic and social development forward.

1.12 Empowering Tamil Nadu's Future: Naan Mudhalvan's Commitment to Education and Skills

Naan Mudhalvan's commitment to education and skills in Tamil Nadu is paramount for empowering the state's future. Recognizing the vital role of education and skill development in driving socio-economic progress, Naan Mudhalvan has devised a comprehensive strategy aimed at fostering a robust educational ecosystem and nurturing a skilled workforce. Naan Mudhalvan aims to ensure quality education for all Tamil Nadu residents, regardless of socio-economic background, by improving infrastructure, teaching methodologies, and updating curricula. Naan Mudhalvan's administration is prioritizing the modernization of educational infrastructure, including schools, colleges, and vocational training centers, by investing in technology-enabled facilities. Naan Mudhalvan's government prioritizes teacher training and professional development programs to improve instruction quality and learning outcomes by equipping educators with necessary skills and technology.

Naan Mudhalvan advocates for vocational education and skills training programs, collaborating with industry stakeholders and institutes to equip youth with necessary skills for various sectors. Naan Mudhalvan's administration promotes entrepreneurship and innovation through mentorship, funding, and regulatory frameworks, fostering an entrepreneurial culture and job creation. Naan Mudhalvan's government is utilizing digital platforms, e-learning resources, and innovative teaching tools to improve learning outcomes and make education more accessible and engaging. Naan Mudhalvan fosters collaboration with various stakeholders, including the private sector, civil society, academia, and international agencies, to tackle complex education and skills development challenges. By focusing on these key areas, Naan Mudhalvan's commitment to education and skills developmentin Tamil Nadu is poised to lay the foundation for a prosperous and inclusive future, where every individual has the opportunity to realize their full potential and contribute to the state's growth and development.

1.13 Harnessing Technology for Learning and Growth

The Naan Mudhalvan Scheme for Education and Skill Development sounds like an innovative initiative aimed at empowering the future of Tamil Nadu through technology-enabled learning and growth opportunities. The scheme could begin by investing in digital infrastructure across educational institutions in Tamil Nadu. This includes ensuring access to high-speed internet, providing computers or tablets to students, and implementing smart classrooms equipped with interactive learning tools. The scheme aims to enhance digital infrastructure in Tamil Nadu's educational institutions by providing high-speed internet access, providing computers or tablets, and implementing smart classrooms with interactive learning tools. The scheme plans to offer skill development programs in Tamil Nadu, focusing on emerging technologies, vocational training, entrepreneurship, and soft skills development to enhance employability. Investing in teacher training programs and providing ongoing professional development opportunities is crucial for the successful implementation of the scheme. Implement a robust monitoring and evaluation framework to track the scheme's progress, involving regular assessments, feedback, and periodic reviews to identify areas for improvement. The Naan Mudhalvan Scheme's success relies on partnerships with government agencies, educational institutions, industry partners, and non-profit organizations, which leverage resources and networks. Community engagement is crucial for the scheme's sustainability, involving parents, local communities, and stakeholders through outreach programs, parent-teacher associations, and interactive workshops. Overall, the Naan Mudhalvan Scheme has the potential to revolutionize

education and skill development in Tamil Nadu by harnessing the power of technology to empower learners and nurture future leaders.

1.14 Ensuring Access and Equity: Reaching Every Corner of Tamil Nadu

Tamil Nadu, with its rich cultural heritage and vibrant society, has long been a beacon of progress and innovation in India. However, to sustain this momentum and ensure inclusive growth, itis imperative to address the challenges hindering the holistic development of its people. Education and skill development stand at the forefront of this endeavor, serving as the cornerstone for individual empowerment and socio-economic progress. In response to this pressing need, the Government of Tamil Nadu is proud to unveil the Naan Mudhalvan Scheme a comprehensive initiative aimed at revolutionizing education and skill development across the state. With a steadfast commitment to ensuring access and equity, this scheme endeavors to reach every corner of Tamil Nadu, leaving no one behind in the journey towards a brighter future. The Naan Mudhalvan Scheme aims to provide universal access to quality education and skill development opportunities in Tamil Nadu, irrespective of socio-economic background or location, through new institutions and digital technologies. The scheme prioritizes providing equitable opportunities for all segments of society, including women, marginalized communities, and persons with disabilities, through special initiatives promoting inclusivity and social justice.

The Naan Mudhalvan Scheme focuses on improving education quality through curriculum reforms, teacher training, and best practices. It also aims to enhance employability and foster an entrepreneurial culture among youth through vocational training programs, apprenticeship schemes, and incubation centers, preparing them for the competitive job market or entrepreneurial ventures. The Naan Mudhalvan Scheme, a collaborative initiative involving local communities, civil society organizations, and industry partners, aims to foster collective responsibility and holistic developmentin Tamil Nadu. The Naan Mudhalvan Scheme represents a bold step forward in the journey towards building a more inclusive, prosperous, and resilient Tamil Nadu. By prioritizing access, equity, and quality in education and skill development, we seek to unlock the full potential of our people and harness their talents to drive sustainable development and social transformation. Together, let us embark on this transformative journey, leaving no one behind as we strive to shape a brighter futurefor generations to come. Empowering Tomorrow: The Naan Mudhalvan Scheme Transforming Education and Skills in Tamil Nadu

The Naan Mudhalvan Scheme, a visionary initiative in Tamil Nadu, aims to revolutionize

education and skill development, emphasizing individual agency in shaping their future. The Naan Mudhalvan Scheme aims to reform the education system for holistic development, focusing on academic excellence, practical skills, and values-based education through curriculum redesign, teacher training, and infrastructure development. The scheme prioritizes skill development programs to equip students with practical skills relevant to various industries, fostering entrepreneurship and employability in today's job market. The Naan Mudhalvan Scheme emphasizes technology integration to improve learning experiences, including digital platforms, STEM education promotion, and online access to educational resources. The scheme promotes industry collaboration between educational institutions and industries, facilitating internships, apprenticeships, and curriculum design to bridge theeducation-to-employment gap.

The scheme focuses on empowering teachers by investing in their professional development through training programs, innovation incentives, and fostering a supportive work environment. The scheme promotes community involvement in schools, fostering a sense of ownership and accountability, crucial for the success of educational initiatives. Regular monitoring and evaluation mechanisms are implemented to assess the scheme's effectiveness, allowing for adjustments and improvements based on real-time data and stakeholder input. The Naan Mudhalvan Scheme envisions a future where every student in Tamil Nadu has access to quality education, essential skills, and opportunities for personal and professional growth. By empowering individuals to take charge of their education and future prospects, the scheme aims to transform Tamil Nadu into a hub of innovation, entrepreneurship, and sustainable development.

1.15 Effects of Tamil Nadu's Naan Mudhalvan Scheme on students in higher learning institutions

The Naan Mudhalvan Scheme in Tamil Nadu could potentially impact students in higher learning institutions, but its effects depend on objectives, implementation, and other factors. The scheme aims to boost higher education access by offering scholarships, grants, or other financial aid to economically disadvantaged students, thereby promoting a more diverse student body. The scheme could enhance the quality of education in higher learning institutions through infrastructure development, faculty training, and curriculum enhancements, leading to improved academic outcomes and student satisfaction. The scheme could enhance skill development through vocational training programs or internships, thereby enhancing students' employability and readiness for the workforce upon graduation. Implementing financial measures like tuition

fees or textbook subsidies could alleviate financial stress on students, promoting better academic performance and higher retention rates in higher learning institutions.

The scheme promotes research and innovation in higher learning institutions through funding, collaboration, and project support, fostering a culture of innovation and contributing to regional development. The scheme could promote inclusivity in higher education by implementing measures like reserved seats or special support programs for women and marginalized groups. The scheme's focus on skill development in specific sectors could potentially boost regional development by promoting economic growth and employment generation. The possible effects of the Naan Mudhalvan Scheme on students' career prospects at higher education institutions in Tamil Nadu are examined hypothetically in this article. The Naan Mudhalvan Scheme aims to enhance employability by providing students with technical, soft, and entrepreneurship skills. It also encourages industry- academia collaboration, fostering internships, joint research projects, and guest lectures, thereby increasing students' chances of securing employment upon graduation.
It purpose to support entrepreneurship among students by providing funding, mentorship, and infrastructure support. This could foster innovation and job creation, contributing to Tamil Nadu's economic growth. Incentives for hiring graduates from local institutions could also increase employment opportunities. It could enhance students' career decisions and job interviews by improving career counseling and placement services in higher education institutions. Furthermore, updating infrastructure can draw in more teachers and students, improving the standard of instruction andcompetitiveness in the labor market. Overall, the Naan Mudhalvan Scheme, aimed at skill development, industry-academia collaboration, entrepreneurship support, employment generation, career counseling, and infrastructure development, could significantly improve employment opportunities for students in Tamil Nadu's higher learning institutions, requiring continuous monitoring and evaluation.

1.16 Economic Multiplier effects of Naan Mudhalvan scheme in Tamil Nadu

The Naan Mudhalvan scheme in Tamil Nadu may have been introduced post-inauguration or as a local or state-specific initiative not widely covered in general sources. However, I can explain the concept of economic multiplier effects and how they might apply to a scheme or program introducedin Tamil Nadu or any other region. Economic multiplier effects refer to the additional economic activity generated in an economy as a result of initial spending.

This initial spending could come from various sources such as government investment, private sector investment, or consumer spending. The multiplier effect occurs because the money spent initially circulates through the economy, creating income for various individuals and businesses, who in turn spend some portion of that income, further stimulating economic activity. To analyze the economic multiplier effects of a scheme like Naan Mudhalvan consider direct spending by the government or other entities on infrastructure, social programs, education, and healthcare.

Initial spending by the government on infrastructure can stimulate demand forconstruction materials, machinery, and labor, while increased incomes stimulate people to spend more on goods and services. The scheme generates employment through increased consumption and investment, impacting suppliers and distributors, and potentially expanding related industries due to increased demand for goods or services. The scheme's long-term impact and regional impact should be considered, considering the potential for short-term benefits and varying economic activities across different regions in Tamil Nadu. To conduct a comprehensive analysis, economists would typically employ input-output models or computable general equilibrium models to quantify the multiplier effects. These models can help policymakers understand the full economic impact of the scheme and make informed decisions regarding resource allocation and future policy initiatives.

1.17 Naan Mudhalvan Scheme: Empowering Tamil Nadu's Future

The Naan Mudhalvan scheme is a visionary initiative aimed at empowering the future of Tamil Nadu. The name Naan Mudhalvan translates to I am the leader in Tamil, reflecting the spirit of individual empowerment and leadership that the scheme seeks to foster among the people of Tamil Nadu. The scheme prioritizes quality education and skill development for Tamil Nadu's youth through vocational training centers, technical education promotion, and increased higher education access. The Naan Mudhalvan scheme aims to foster sustainable employment opportunities by promoting entrepreneurship, attracting investments, and supporting industries with potential for significant employment. The scheme aims to empower women through education, skill training, economic opportunities, entrepreneurship, gender equality in employment, and improved access to healthcare and social services. The Naan Mudhalvan scheme prioritizes infrastructure development in transportation, healthcare, sanitation, and digital connectivity to enhance quality of life and promote economic growth. The Naan Mudhalvan scheme prioritizes environmental sustainability through conservation of natural resources, promotion of renewable energy, and adaptation and resilience- building measures to mitigate

climate change impacts.

The Naan Mudhalvan scheme promotes good governance and transparency, focusing on accountability, citizen participation, and technology use to enhance efficiency and success in development initiatives. Overall, the Naan Mudhalvan scheme represents a comprehensive approach to empower the people of Tamil Nadu and build a prosperous and inclusive future for the state. By addressing key challenges and harnessing the potential of its human and natural resources, the scheme aims to create a vibrant and sustainable economy that benefits all sections of society.

The Tamil Nadu government introduced the Naan Mudhalvan Scheme to help the young individuals of the state to upscale their skills. It will help them get better career opportunity for the students. The Tamil Nadu government introduced the Naan Mudhalvan Scheme to help the young individuals of the state to upscale their skills. It will help them get better career opportunities and secure their life opportunities and secure their life. The Tamil Nadu government further launched the Naan Mudhalvan Upskilling Platform to develop skills and provide dynamic information to college students on various courses and industry-specific skills. This programme assists Tamil Nadu students in getting training in Nan mudhalvan scheme.

1.18 Benefits and Features of Tamil Nadu Naan Mudhalvan Scheme

- The Naan Mudhalvan scheme aims to offer skill training to 10 lakh students annually to help them develop their talent.
- It offers academic counselling to selected students at government educational institutions.
- It helps students improve their spoken English so they can communicate effectively.
- Through this scheme, the students can develop their skills to get better jobs in the future.
- It offers students of Tamil Nadu training in robotics and coding.
- It offers online and offline training to eligible students.
- Every institution under this scheme must establish proper guidance for executing it.
- The alumni of these educational institutions can run mentorship programmes.
- Students in their higher secondary education level can continue sessions in a diversified curriculum.
- Under this scheme, students can also avail foreign language teaching to upskill their vocabulary to get jobs in foreign nations.
- It facilitates building separate training facilities for college and district levels.

*At the district level, a collector will lead a committee to oversee this project, and it will work directly under the Chief Minister.

Naan Mudhalvan Courses

The students studying in the **below streams** can **avail of training** under different courses of the Naan Mudhalvan scheme:

- Engineering
- Arts and Sciences
- Polytechnic
- ITI (Industrial Training Institutes)
- Pharmacy and Medical Sciences

Below are the course details of the Naan Mudhalvan scheme.

Naan Mudhalvan Course Details

The **courses** under which training is provided for **Engineering stream** students are follows:

- Information Technology
- Emerging Technologies
- Personality Development
- Competitive Exams
- Civil Engineering
- Mechanical
- Manufacturing
- Banking and Finance
- Languages
- Green Energy
- Chemical
- Logistics
- Electrical
- Electronics
- Media
- Management

The **courses** under which training is provided for **Arts and Sciences streams** students are as follows:

- Information Technology
- Emerging Technologies
- Personality Development
- Competitive Exams
- Banking and Finance
- Languages
- Logistics
- Media
- Management

The **courses** under which training is provided for **Polytechnic stream** students are as follows:

- Information Technology
- Emerging Technologies
- Personality Development
- Competitive Exams
- Civil Engineering
- Mechanical
- Manufacturing
- Languages
- Electrical
- Electronics
- Media
- Management

The **courses** under which training is provided for the **ITI and Pharmacy and Medical Sciences stream** are as follows:

- Information Technology
- Emerging Technologies

- Personality Development

- Competitive Exams

- Languages

- Media

- Management

Naan Mudhalvan College

The following are some of the colleges that offer the Naan Mudhalvan schemes for their students:

- Bharathiar University

- Periyar University

- Trinity College for Women

- Agni College for Technology

- Thiruvalluvar University

- Murugappa Polytechnic College

Eligibility for the Naan Mudhalvan Application

You must fulfil these eligibility criteria to get training or apply apply for a course under the Naan Mudhalvan scheme:

- You must be a permanent resident of Tamil Nadu.
- You must be a student studying in Tamil Nadu.
- Your age must be between 18-35 years.

Documents Needed for the TN Naan Mudhalvan Programme

- A photocopy of your markcards.
- A photocopy of your birth certificate or passport.
- Aadhaar card.
- Community certificate (if applicable).
- Passport-size photographs.

Naan Mudhalvan Scheme UPSC Exam

Under the Naan Mudhalvan scheme, the Tamil Nadu government is helping civil servant aspirants to access better coaching facilities and materials to appear for the UPSC exam. The government announced that they will shortlist 1,000 civil services aspirants each year through this scheme. They will do it by conducting a test and will provide them with Rs. 7,500 per month for 10 months to help them prepare for the UPSC preliminary examination.

The Naan Mudhalvan scheme is a great initiative of the Tamil Nadu government to help students upscale their talent and skills. It will help students prepare for higher studies and apply for various skilled courses in different field.

1.19 Naan Mudhalvan scheme:

Corporates, industrial bodies and chambers of commerce are pitching in to play acrucial role in the Tamil Nadu government's 'Naan Mudhalvan' scheme aimed at equipping college students with industry-relevant skills.

It is an initiative of Tamil Nadu State government.

Naan Mudhalvan platform aims to provide dynamic information for college students on courses and relevant information about industry specific skill offerings.

- This will enable the students of TamilNadu to get training in their chosen field of interest that will help them in achieving their career goals.
- The objective of this scheme is to identify potential training providers, to impart various skill trainings based on current industry gaps.
- Through this flagship program the students will be able to get trained and ensure they get jobs according to their skill sets.

Choice of career especially in India depends upon the choice of parents. Children choose the occupation their parents want. If the parents are doctors, they want their child also to be a doctor ignoring the job demands and child's capacities. Such decisions should be avoided

1.20 Factors affecting Academic Achievement

Academic achievement is a multi-faceted and multi-dimensional phenomenon. There are too many factors which directly affect academic achievement, viz. motivation, intelligence, personality, home environment, school environment, heredity, learning experiences at school, aptitudes, interests, family background, socio-economic status of the parents and many more. Sinha (1970) reported that hard work, intelligence, memory, good health, availability of books, methods of study, financial security and interest in social and practical work affect the academic scores. Dave (1975) reviewed that "intelligence, physical health, socio economic status of the family, gender, caste, distance of school from home and leisure time activities affect academic achievement". Bruce et al. (1977) studied the factors affecting the academic performance of Indian students and found that main factors are self-concept, achievement motivation, and Indian discrimination, culture conflict, and family instability; achievement motivation and culture conflict are the most important correlates of academic achievement among urban students.

- Balasubramanium(1993) reported that medium of instruction and locality of residence influenced level of achievement. Guha et al. (1995) observed that mother's education had positive effect on academic achievement. Lakshmi (1997) reported that children

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belonging to more educated parents were academically more motivated, whereas Haseen (1999) found that parent-child interaction, social class and dependency behaviour had significant impact on academic achievement. Dangwal (2000) noted that obstacle dominance affected negatively and ego defense positively related to academic achievement. Avinashilingan et al. (2005) reported that "classroom factors followed by environmental and developmental factor play a major role in affecting the students' academic performance. The competency of teacher, students' inner urge, absence of physical distracters, like mindedness and colleagues' contact make students more competent to succeed in life. However, most of the above given factors have been considered and studied for research under the classification of subjective and objective factors. Subjective factors are related to the individual himself while influencing one's achievement as intelligence, learning ability, self efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control etc. whereas objective factors are related to the environment of the individual as socio economic status, educational system, family environment, evaluation system, value system, teachers' efficiency, school situation and environment". Aggarwal et al. (1991) reported that main factors affecting academic achievement are affective factors viz. cognitive style, motivation, anxiety, study habits, level of aspiration, stress, value, perseverance, self efficacy, emotional maturity, attitude, adjustment, interest, need and curiosity; cognitive factors viz. ability, intelligence, creativity, problem solving, reasoning ability and learning rate; school related factors viz. type of school, school climate, teacher's personality, home work, alienation, teachers' expectation and attitude, training strategies, teachers' experience, medium of instruction, teachers' behaviour and competency and class room environment; home related factors viz. family size, birth order, socio economic status of family, gender bias, parental involvement, parental support, deprivation, child rearing practices, working networking parents, parental aptitude and expectations. Thus, there are so many factors responsible for academic achievement of student as: Cognitive factor

- Affective factors
- Psycho-motor factors
- School related factors

1.21 Statement of the Problem

Impact of Career guidance among teachers as well as students in Tiruppur district

1.22 Need and significance of the study

Life problems are becoming more and more complex. We are all witness to the increasing problems of millions of children addicted to drugs and alcohol, alarming number of abused children, teen suicides, gender bias disgraceful number of homeless, resurfacing of various forms of prejudices, crime, violence, the school dropout and unemployment problems, bankruptcy of values pervading all over the world and more so in the third world countries. Many of these problems not only require remedial treatment but more importantly, preventive efforts of the guidance profession, if they are to reduce to any degree. Guidance helps an individual achieve well on various areas personal and social life, as well as in educational and career pursuits, which would ultimately help in proper utilization of manpower.

1.23 Objectives :

The main objective of the Tamilnadu Naan Mudhalvan scheme is to identify gifted students in state-run and government-run educational institutions and to offer them academic and career guidance. Students in Tamilnadu will get the chance to participate in this programme and obtain training that will help them reach their professional goals. With the implementation of this system, talented children will get the help they need to choose the finest career path. As well as how this Nan mudhalvan programme bring impact on students as well as teachers .

1.24 Conclusion

In conclusion, the Naan Mudhalvan Scheme stands as a beacon of hope and progress for the future of Tamil Nadu. By prioritizing education and skill development, this initiative aims to empower individuals across the state, unlocking their potential and propelling them towards success. Educationis the cornerstone of progress, and through this scheme, we envision a Tamil Nadu where every child has access to quality education, regardless of their background. By investing in modern infrastructure.

Chapter– 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature is a very essential and significant aspect of any pinpointed and scientifically sound research project. The importance of this aspect may be realized from the fact that the relevant literature, if properly reviewed, helps the researcher notonly in broadening his outlook by providing him up-to-date knowledge of result established, the method adopted and the relevance of the use of particular types of tools used by earlier researchers but it also helps him to decide and choose his own directions. Oneplace to seek

problems in education is in the research literature. This is not to suggest that oneenters research literature blindly hoping that problem in education is in research literature.sharpen Rather, one can the problem by a careful scrutiny of the related research. Hence kee ing in view that

important of related literature it has been tried to trace and obtain the relevant material through direct and indirect sources of information and an effort has been made to present studies that appear to have a direct or indirect bearing on the present study.

2.2 Studies Related To Career Beliefs

Luzzo, James and Luna (1996) evaluated the efficacy of attributional retraining on the career beliefs of college students. They found that participants who received attributional retraining exhibited significant changes in career beliefs and attributional style and engaged in significantly more vigorous career exploration behaviour. The participants who receivedattributional retraining developed stronger beliefs that decision are within their control and that career decisions are caused by internal factors.

Stone (1996) examined differences in the career beliefs and self-efficacy levels of older and

younger women working in traditional and non traditional careers as measured by the Career Beliefs Inventory and the General Self-Efficacy Scale. Although few differences were found, the findings suggest that some differences may exist in the career beliefs of older women who are employed in non traditional and traditional careers and that self-efficacy levels may be related to some career beliefs. Also, it appears that some demographic variables may account for some of

the variance in career beliefs and self-efficacy levels of working women.

Schnorr (1998) found that several career beliefs of career program participants at-risk of dropping out of school had statistically significant relationships with the career maturity ofthis sample. Linear relationships were also found between participation in a vocational courserelated to students' preferred occupation and their knowledge of their preferred occupation. Additionally, length of time in an integrated academic and career program, and years in an English Transition program, positively correlated with the career maturity of this population. Interactive and main effects of gender and length of time in an integrated career and academic program on career maturity were also observed.

Cronen (1999) found that occupations described in stereotypically masculine terms were hypothesized to have a negative effect on women's career beliefs; this effect wasproposed to be qualified, however, by individual differences in gender identity. The effect of sex composition on career beliefs was hypothesized to operate indirectly, through perceived gender discrimination. These predictions were not supported; in fact, male-dominated occupations were associated with greater occupational self-efficacy and interest in an occupation than female- dominated occupations. However, several higher order interactions partially supported the hypotheses, and demonstrate the complicated nature of the effects of gender identity and gender- related information.

Schnorr and Ware (2001) examined the relationship between the career beliefs and the career maturity of academically at-risk students. Several career beliefs were significantly related to the career maturity of the sample in this study such as the belief that obstacles can be overcome and college/occupation variation. The career beliefs construct appeared toclarify the role that social experiences played on the career maturity of the sample in this study. Career beliefs about overcoming obstacles and peer equality, and the duration of their participation in various social experiences provided in a career program were related to careermaturity. Roll(2002) explored the role of career beliefs reported by undergraduates involved in the career decision-making process through examining negative career thinking, career decision self- efficacy, This investigation found undergraduates involved in the career decision-making processto have moderately high levels of negative career thinking as well as moderate levels of career decision self-efficacy. The majority of this sample was identified asnon perfectionists, however,of those identified as perfectionists the majority were considered maladaptive as opposed to adaptive. Adaptive perfectionists were found to have significantly greater positive beliefs,

indicated by lower negative career thinking and higher career decision self-efficacy, than the non perfectionists. These results confirm the importance of examining career beliefs in undergraduates' career decision-making process. The findings emphasize the importance for career counsellors to identify both the negative and positive beliefs involved in the process, as well as to consider the role of perfectionism in career development and multi dimensions of perfectionism.

Mahadevan (2002) explore the relationship(s) between acculturation and the career beliefs of international students. Data was collected at a university in Central Texas from 341 international students [Indians (N = 120), Chinese (N = 102), Korean (N = 119)]. The Indian student sample was comprised of 63 males and 57 females, the Chinese group consisted of 61 males and 41 females and the Korean sample was made up of 67 males and 52 females. Overall, low reliabilities were found for the adapted SL-ASIA when used with the sample. Modest reliabilities were also found for the CBI scales. Unclear factor solutions emerged for both instruments based on the data from each of the samples. A low correlation was found between acculturation levels and career beliefs of the Indian, Chinese, and Korean students. Gender was not an influencing or moderating variable in this relationship.

Liu (2003) explored the relationships between career resilience and career beliefs among employees in Taiwan. Career resilience scores were negatively correlated with the total career beliefs scores, which indicated that participants who were higher on career resilience tended to possess fewer irrational career beliefs. Career resilience scores were positively correlated with the belief that one should find the best-fit career and that work is very importantin one's life. The results of ANOVA showed that gender, education, type of institution, recent participation in training/educational activities, and supervisory experience yielded statistically significant main effects in career resilience scores. Additionally, there was a significant interaction effect on career resilience for gender by education. MANOVA results showed that gender, age, educational levels, types of institutions, supervisory experience, career change, and recent participation in training activities yielded statistically significant differences among career beliefs. Painter (2003) indicated that the Adult Attention Deficit Disorders Scale (A-ADDES) did significantly predict dysfunctional career thoughts. The Combined construct of the A- ADDES also significantly predicted job satisfaction with higher degrees of ADHD indicating lower levelsof job satisfaction. The Combined and Inattentive constructs of the A-ADDES both significantly predicted Intrinsic and Extrinsic job satisfaction. Lastly, contrary to the preponderance of malesin the general population, there are no significant gender differences among the variables

assessing the three subtypes of ADHD in this study.

Baird's (2006) study on career beliefs of women found, women with less ambitious career goals and more traditional beliefs regarding gender roles complete fewer years of education, which in turn affects their employment.

Turner and Ziebel (2011) explored the career beliefs of inner-city adolescents(N = 97). Results identified six types of beliefs: success is related to effort, job satisfaction, interest and liking, flexibility/adaptability, achievement and persistence, and toleration of uncertainty. A majority of these young people believed that their success was not related to their efforts and had beliefs inconsistent with flexibility/adaptability.

Dimakakou, Argyropoulou, Drosos and Terzaki (2012) investigates Greek and non-Greek Vocational Education students' career beliefs. The sample consists of 238 students who attend Greek Secondary Vocational Education schools in the region of Attica. The studyalso investigates whether various demographic variables (e.g. gender, immigrant status, parents' educational level) differentiate these beliefs. The results revealed statistically significant relationships between the level of career beliefs and gender and immigrant status. Sangma and Arulmani (2013) explored the career preparation status, career belief patterns, and academic achievement motivation level of high school students in rural and urban areas. The sample comprised a total of 492 boys and girls. The findings show that high school students in this region of Meghalaya obtained the lowest scores as per the norms of thescales used to assess these constructs. Possible underlying reasons for this level of performance are discussed and an attempt is made to articulate factors that could influencethe career development of high school students in this region.

2.3 Studies in Abroad

The guidance profession got its start at the turn of the 20th century with the compulsory education movement. Vocational education in general was strongly supported at the time, as high schools became institutions for the masses that required training for their future career or career path roles. Hence early guidance and counseling were vocational in nature, with the additionalaim of assisting the young students in entering the workforce or higher education. The father of the vocational guidance movement, Frank Parsons, became known for applying a more scientific model to career guidance than had been done previously. His systematic method of vocational

assessment was the following:

In a wise choice of a vocation, there are three broad factors: Understanding self: The clear understanding of self, aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; Knowledge and skills: The knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; These two groups of facts are the true reasoning on the relations of the career developmentof an individual's as mentioned by Phillips & Pazienza, 1988.

Donald Super (1957) and other thinkers of career development diagnose the changes that people go through as they mature. Career patterns are determined by socioeconomic factors,mental and physical abilities, personal characteristics and the opportunities to which persons are exposed. People seek career satisfaction throug work roles in which they can express themselves and implement and develop their self-concepts. Career maturity, a main concept in Super's theory, is manifested in the successful accomplishment of age and stage developmental tasks across the life span. His major contribution was the formalization of stages and developmental tasks over the life span. The stages are explained in the first chapter.

Super (1971) suggested that a one's career development can be guided by accelerating the process through which individuals acquire maturity, ability, skills, talent, and interests. These are not in attain in overnight, the career preparation should enable teenagers to fulfill their future aims and goals. Thus, career preparation should be carried out at the earliest stage possible while children are still in school. The Career development has gained more attention, as it can clarify issues related to the development of human resource/capital from the psychological aspect.

Super (1980) A career is defined as the combination and sequence of roles played by a person during the course of a lifetime. These roles include those of child, pupil or student, leisurite, citizen, worker, spouse, homemaker, parent, and pensioner, positions with associated expectations that are occupied at some time by most people, and other less common roles such as those of criminal, reformer, and lover. A Life- Career Rainbow is presented as a means of helping conceptualize multidimensional careers, the temporal involvement in, and the emotional commitment to, each role. Self-actualization in various roles, role conflicts, and the determinants of role selection and of role performance are discussed. The use of the Rainbow in career education and in counseling is briefly considered.

Babcock and Kaufman (1976) investigation conducted with two experimental groups and one control group. For experimental groups given intervention in that first group was considered as career development group and taught "Career Environment and Individual Development,". In the second experimental group was considered as "individual careercounseling" and the control group not given any kind of intervention. Only female students of the college were in the study. The career development inventory developed by Super et al., 1981 was used to collect the data. The major results of intervention on career development group was effective, when compare with individual career counselling group and control group providing vocational development of female students in the study.

Herr, E.L., & Enderlein, T.E. (1976) The drive of this study was to examine the usefulness of the Career Maturity Inventory (CMI) as a measure of vocational maturity. Using longitudinal data collected over three points in time from three large school systems. The statistical methodology used was analysis of variance. The findings indicate that scores on the CMI enhanced by grade level. Though, the rate and level of this rise is influenced by sex, school, and curriculum effects.

Ganster and Lovell (1978) study on an evaluation of a career development seminar using Crites' Career Maturity Inventory. The objective to study the career development seminaron using CMI. The quasi-experimental design of study with the students of business management class and students enrolled as sample in a career development seminar. The career maturity inventory (CMI) by Crites, in 1973 administered. The seminar on career development was effective in improving the level of maturity among students was the result of the study.

Williamson (1979) investigated the impact of the career planning and decision- making course on selected aspects of career planning behavior. The objective of the study was to change the students from a dualistic level of thinking to diversify
thinking. The comparative study done to assist the freshers of college students about career planning and decision-making course. The Assessment of Career Decision Making scale developed by Harren in 1978 was the instrument was used for study. The concluded that therewas no significant difference in career decision making among students.

Heppner and Krause (1979) sought the study an inclusive career course seminar for students at the university of Nebraska. The formal, informal feedback, self-assessment and personal interview used in the study to measure the student's effect on career course. The study

revealed that cent percent of students were shown gain in self- knowledge, awareness and interest and skills. Maximum all the students were improved in world-of-work information and work chasing.

Niece, D.E., & Bradley, R.W. (1979) conducted the study to explore the career decision among students from high school to college juniors in relation to age, sex and educational groups. The five educational groups, collected of a total of 369 students, were administered the Career Decision Questionnaire. It revealed that age was an extremely important factor in career decidedness, sex was not an important variable in determining decidedness, and certain educational groups stood out as significant factors associated with level of career decisiveness.

Critical appraisal

During the 1970-79 eleven studies related to career course output and outcome are found. The major studies explained above and similar studies were also brief explanationed below. The Touchton, Wertheim er, Cornfeld, and Harrison (1977) revealed that the experimental course produced the largest gains in cognitive complexity with respect to careers and recommended for conduct to career course to further, Evans and Rector (1978) was gain in the experimental group due to career course intervention. Bartsch and Hackett (1978) was found the gain in self-rule and accountability by providing intervention on career planning and decision-making. Bechtol (1978) was revealed that the gain among intervening students when compare with non-intervening. Gillingham and Lounsbury (1979) said that in his study 81% of students were befitted from career course(s).

Smith (1981) evaluated the effectiveness of a career guidance class among graduate students. The investigation had one control group and two experimental groups. Students were randomly chosen for study. He also made an attempt to check philosophical and methodological differences used in teaching the career development course. The instrument was that the career maturity inventory by Crites 1973. The finding of study that organized career development class was gain after the intervention, when compare with the semi organized and controlled group with respect to their career maturity. He also proposes that the outcome of a career course may be reliant on an organization of the class.

One of the studies conducted by **Spokane and Oliver (1983)** on career intervention and revealed the issues that related to the evaluation of career courses. They are lack clarity in the career course(s) content and duration of it; several interventions included in one course; career course(s) were not equally effective; interventions were no properly related to output or outcome to assess; In most of the studies not found regarding the motivational aspects of students. **Sherry& Staley, (1984)** study conducted on A six-week career course teaching to college undergraduates about a career-related decision-making model. The results showed that helped participants increase their career maturity, such that they had higher scores than a comparison group in terms of their orientation toward work, goal selection and involvement in choosing a career.

Gerler (1985) completed a qualitative review of school counselling interventions at the elementary school level. The study focused on teacher consultations, counselling and classroom guidance interventions. It observed that classroom guidance can improve elementary school students' behaviours in terms of academic achievement, self-esteem and behaviours.

Wachs (1986) conducted the career planning course effect on vocational identity and related outcome measures. The objective was to assess the effects of a career planning course on Holland's concept of vocational identity. The quasi-experimental design and comparative study between students participated in course and non-participants. Tool was used that my vocational situation (MVS) by Halland et al., in 1980. The finding of study was significantly higher in their vocational identity among female students but not among male students.

Lent, Larkin, & Hasegawa, Completion (1986) conducted a career course facilitated the career planning of college students in science and engineering fields. The findings were at the end of the course, participants exhibited less career indecision, while a comparison group had no change in their level of indecision. The participants improved their knowledge of their own interests, values and talents and students increased their information-seeking behaviors after completing the course, while a comparison group did not change their behavior over the sametime period.

Wiseman (1988) The influence of a career course and a career course cognitive restructuring combination on self-efficacy, career decidedness and career indecision. To study the influence of a career course and a career course cognitive restructuring

Robinson (1995) effects of a career course on the career maturity of undergraduates. The pre-posttest design and the Career Development Inventory (CDI) by Super et al., in 1981 in the study. The experimental group was shown positive results on career attitudes among career course participated students than non-participants.

Killeen, Edwards, Barnes, & Watts, (1999) the study conducted in middle school students participating in the Real Game (a series of role-playing activities). The Real Game is a Canadian career education simulation for 12 to 13 years students that was adapted for the United Kingdom. The game disclosed significant gains on knowledge items and small gains on career beliefs, self-efficacy for job exploration, occupationally relevant self- awareness, and career planning failed to show gains relative to the comparison sample.

The above observation by the researcher is that, the 18 studies related to output oncareer courses during 1990-99 had shown gain in the experimental way of assessment. The following similar studies like Garis and Niles (1990), Lisansky(1990), Oreshnick (1991), Henry (1993), and Schmidt (1999) were also found gain in their intervention. The study conducted by Peng and Herr (1999) did not found not significant. In the outcome related studies were revealed that no significance in the study conducted by Lisansky (1990). The studies conducted by Dodson, Chastain, and Landrum (1996), Kilk (1997), and Schmidt (1999) positive outcome from their intervention regarding career course(s).

The students participated in the course were shown positive findings that improved their knowledge of careers, self-esteem and subject vise grades like math and science. Also, likely to engage in carful academic planning and male students were shown their interest to choose science than peers.

O'Hara, A (2000) the study was designed to assess the one-year career exploration class for high school seniors to career development. The pre and post design was used. Tool was used in the study career development inventory (CDI). The findings were significant gain among students in their career awareness and career exploration and concludes that a year-long connection between students and teacher in a classroom environment may be an excellent way to stimulate career development.

Peng (2001) a study on effectiveness of two different career education courses on career decidedness for college freshmen. The aim of the study was to examined the effectiveness of two different career education courses on college freshmen career decidedness. An exploratory study.

In order to determine whether the differences exist between two different career courses, a cognitive restructuring intervention and career decision skills training intervention, and a control group, the author administered the Career Decision Scale (CDS; Osipow et al., 1976) to 152 college freshmen in Taiwan. Pretest was administered in August 1998 and the post-test wasadministered in December 1998. Results revealed that there was significant treatment main effecton the indecision scale of the CDS, regardless of gender.

Lee-Ann Prideaux and **Peter Alexander Creed (2002)** reviewed on Career development research in Australia and New Zealand. In one of studies spoken about the career decision-making research needs to be expanded and inform the context for career choice behaviours for adolescents. Findings in this area also indicate that pupils' attention towards unrealistic career aspirations. The gender studies revealed common findings. Boys were drawn to mathematics and science more than girls, and girls were found to demonstrate a more flexible approach to career planning than boys. The prevalence of gender stereotyping of careers amongst children also persists. Some other study revealed the career education initiatives achieve the goal of enhancing the school-to-work progression of all students.

Katherine L. Hughes and Melinda Mechur Karp (2004) A briefed the literature related to school-based career development as follows.

The primary goal of education is to provide the knowledge to young people to plan for their futures. Career development is vitally important for today's youth, who are more than ever "motivated but directionless" (Schneider & Stevenson, 1999). According to National Center for Education statistics (NCES, 2001) The young people have high ambitions, expecting to be highly educated and have professional careers, yet research has found that many do not develop coherent plans for achieving their goals. Almost two-thirds of high school graduates enter postsecondary education immediately after high school; yet more than a third of those leave within two years without earning any degree. Hence, Career guidance and academic counseling can provide students with the necessary tools to set career goals, and give them an understandingof the education and skills they need to meet their goals.

Hirschi, A., & Lage, D. (2007) The empirically evaluated the aspects of recent models of career decision making (CDM), a six-phase model of CDM for secondary students. The 266 secondary students' samples collected and measured tapping phase of CDM, career-choice readiness, and number of considered career options. Career- choice readiness showed a rise with phase of CDM. Later phases were associated with a greater increase in readiness. The career

selections showed a curve-linear development with fewer options considered at the beginning and at the end of the process. Male students showed a larger variability in their distribution among the process with more male than female students in the first and last phases of the process.

Hirschi, A., & Lage, D. (2008) a study to promote the career choice readiness of young adolescents was developed and evaluated with 334 Swiss students in seventh grade applying a Solomon four group design with a three-month follow-up study. The career workshop that applies models of the Cognitive Information Processing Approach (CIPA) by Sampson, Reardon, Peterson, & Lenz, 2004 and incorporates critical ingredients by Brown and Ryan Krane, 2000 were used. The members significantly improved their performance in terms of career decidedness, career planning, career exploration, and vocational identity.

Patton, Wendy A. and McIlveen, Peter (2009) the annual review of practice and research in career counseling and development – 2008 was stated following studies and reflections on career development.

McMahon and Watson cite reviews of this literature which have emphasized the need to place career development of children within lifespan career development, and the need to explore the "how and what of children's career development" McCowan emphasized that the career development community needs to derive our theorizing and practice recommendations from work with children and adolescents, not through generalizing from work with adults. Palladino Schultheiss framed the field within a SWOT analysis, and offered suggestions for future directions, including learning from developmental psychologists' work, regenerating theories, focusing on more inclusive research, including qualitative and grounded theory approaches to research and longitudinal designs, and conducting work in contexts where children live theirlives, such as families, communities, and schools.

Perdrix, S., et. al., (2012) The study quantitatively investigated the long-term stability of the positive effects gained through the career counseling process and qualitatively observed participants' levels of career project implementation. The outcomes indicated a continual decrease of career indecision in the long-term and stabilization with regard to patrons' satisfaction with life. Age was found to be an important variable in long-term effectiveness, with younger students' career decision difficulties decreasing more significantly than that of older ones. Additionally, career decision-making readiness improved in the long-term for emotionaland motivational variables. The majority of patrons implemented their career choice within a

period of one year; some partially implemented it; others changed their career choice, rather successfully; and few people did not demonstrate advancement in either their choice or its implementation during this period of time. **Amla et al., (2013)** A study was conducted to assess the effects of a two weeks structured intervention program on academically challenged students' career development. A quasi-experimental study was designed using pre-tests, post-tests, and a control group approach to examine the effects of the intervention program. Modes of measurement used consisted of a career planning inventory (measuring career planning skills), an academic learning motivation scale (measuring attitude toward academic learning), and an academic study skills test (measuring academic study competencies). The results show that the sample's career academic score improved significantly from the pre-test to the post-test.

The above-mentioned findings suggest that career intervention module, which encourages students' participation, stimulates their interest and motivation in learning. Thus, it is important to consider that the content should be relevant to the students' needs, should be structured to incorporate various pedagogical strategies, and should provide opportunities for active interaction among students and between students and their facilitators. In addition to didactic teaching relevant to students' needs, the program should create an environment that allows interactive career activities.

Maietta, (2013) This investigation was intended on the relationship between self- efficacy in the career search process and degrees of participation in a career development program. To investigate self-efficacy relating to the career search, a private business college in New England was the spot for this quantitative research. An ex-post facto design was chosen for this research because subjects had already participated in the career development program being examined. The research sample represented alumni who graduated in 2007 and 2008 (N=242), and participated in the career program as part of their undergraduate curriculum. The survey was administered to the 242 participants in the fall of 2008. the Career Search Efficacy Scale (CSES) were administered with the individual data sheet to provide an overview of participants' current career search self-efficacy. Results indicated there was a relationship between degrees of participation in the career program and the career search self-efficacy of participants, revealing an overall association in the career program participation with high levels of career search self-efficacy.

Jasmi Bin Abu Talib et.al., (2015) To study the impact of the Career Exploration Module on the ability of career planning, career self-efficacy and career maturity among

community college students. A quasi-experimental design was used to evaluate using non-equivalent pre-test and post-test control group. The sample comprised 122 semester four students from two community colleges in the state of Malacca.

According to **International Labour Organization, Global Employment Trends for Youth, (2017)** The young adults exit college and begin their transition to the working world, they are commencing the first of potentially many career transitions, which will require varying degrees of coping skills and adaptability over time. How easily and effectively young people make this transition depends on the demand for labor, how well prepared they are for the labor market (skills and experience), and the availability of information and assistance on employment opportunities.

Bal & Arikan (2020) conducted study on the Impact of a Career Development and Planning Course on University Students' Career Adaptability Levels. The aim of the study was to examine the effect of a Career Development and Planning course on university students' career adaptability levels. A pretest–posttest quasi-experimental design with a control group was used to examine the relationships between the variables. The sample group consisted of 41 undergraduate students enrolled in the psychology department of a foundation university in Istanbul. The Career Adapt- Abilities Scale (CAAS) was used in the study to determine the career adaptation levels of the participants. The results entail suggestions that can contribute to future educational interventions and support the school-to-work transition of young adults.

2.4 Studies in India

Tulsi (1983) conducted a study on differential effect of career guidance strategies on vocational maturity patterns in relation to sex, intelligence and need achievement. The findings of the study were; the effect of career guidance strategies was found to be significant on all the dimensions of vocational maturity, except for the goal-selection component.

Sharma (1987) conducted study on effectiveness of the vocational exploration programme at secondary school level for vocationalisation of education. The major findings were
- the vocational exploration programme was highly significant in attaining its objectives. Both the high and low intelligence groups gained significantly. This indicates that the self-exploratory unit was equally effective for all levels of intelligence, and that the occupational exploration unit needed improvement to be equally effective for subjects of all levels of intelligence.

Bhatnagar, Asha and Gupta, Nirmala. (1988) conducted a study to find out the effect of a short-term guidance programme on the career decision making of Class IX students. The pre-test and post-test design was used to find out the effectiveness of the group guidance intervention on the career choice attitudes. The results revealed higher career maturity scoresafter the guidance intervention programmme. However, no gender differences emerged in career maturity either before or after the intervention.

Dhammi, A.A. (1988) concluded from his study of pre-vocational and vocational training in occupational therapy for the mentally retarded that they need help in transition from school to work, and especially need help in development of motivation, emotional skills like expression of different emotions, social skills, personal skills and physical-motor skills.

Gaikwad, Kanchanbala S (1989) investigation purported to study factors that affect Class X students' decision-making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities. The findings revealed that the students who were above average in intelligence showed definiteness and those who were below average in intelligence were not certain about further course of study. Also, those with higher intelligence had more occupational information. The study showed that psychological testing, occupational information and group guidance programme certainly helps the students in making appropriate educational and vocational choices.

Critical appraisal

There are five studies related to career guidance are during the period from 1980 to 89in India. The findings of all the research studies indicates that there is a significant gain amongthe students after the intervention. The researchers spoken about career guidance strategies on vocational maturity patterns, the vocational exploration programme for vocationalisation of education, short-term guidance programme on the career decision making and career choice attitudes. The decision-making abilities related to educational and vocational career, for special need students pre-vocational and vocational training in occupational therapy for the mentally retarded that they need help in transition from school to work, and especially need help in development of motivation, emotional skills like expression.

Phitaktanakhom, Phramaha Chartchai. (1990) surveyed the socio-economiccondition and guidance services in the government secondary schools of the Nonthaburi Province

of Thailand. The purpose was to study the nature of vocational guidance services in these schools and the attitudes of the school administrators, guidance teachers, and classroom teachers towards vocational guidance services. It was found that the vocational guidance services provided in the special, large, medium and small sized schools were different. The attitudes of school administrators, guidance teachers, and classroom teachers towards vocational guidance servicesnot different.

Mohan, S. and Gupta, N. (1990) conducted a study with the broad objective of understanding the process of vocational development of students opting for the vocational streamat the +2 stage and their subsequent while pursuing the vocational courses, where, 198 vocational steam boys, 208 vocational stream girls, 94 academic stream boys and 72 academic stream girls constituted the sample. A comparison was made between the two groups. The findings of the study were not big differences among students of vocational and educational stream on their personal characteristics. Girls in the vocational stream showed a greater sense of satisfaction with availability of vocational curricula in comparison to girls in academic stream. While girls in the vocational stream showed a rise in career maturity, boys showed weakening. Girls also developed more positive attitude towards these courses. **Subramanian (1990)** carried out a study on socio-economic status of students of polytechnics and their attitude towards manual jobs. His major findings were there was a significant relationship between lack of education and manual jobs. Irrespective of educational, social and economic status, the students had a negative attitude towards manual work. There was no significant relationship between personal development and manual jobs.

Choudhury (1990) conducted a study to find out the vocational aspirations, occupational choices and academic choice of students. The majority of the students preferred the science stream for continuing their studies and future career. The study did not find any relationship between the occupation of the fathers and the occupational choices of the students.

Sungoh (1991) conducted a study of vocational education and attitude towards vocationalisation of education in East Khasi Hills. He found that there was no significant difference in the attitude towards vocationalisation of education between pre- university maleand female students; rural and urban students; commerce and science students; but the difference was significant between tribal and non-tribal students, commerce and arts students, and arts and science students.

Sirohi, M.S. (1991) conducted study on field assessment study of guidance inputs in minorities schools. The extent of utilization of career guidance inputs provided by the NCERT to the selected minority managed schools and to identify the difficulty faced by these schools in utilization of the career received under the NCERT's technical assistance to minorities schools.The findings of study were the teachers tried to organize guidance services in their schools to the best of their abilities despite many constrains like lack of time due to pressing multiple job requirements, poor administrative support etc.

Bhatnagar, Asha and Gupta, Nirmala. (1991) conducted study on Multi-media package on developmental and career gruidance. The results of study were prepared a multi- media package on development and career guidance, consisting of 10 audio programme, six video programmes and one volume of print material on developing self-awareness. The purpose of this package is to use the available media for preparing instructional materials for training of teachers, career teachers, counsellors and parents. There is a dearth of such instructional material in India. Efforts are required to prepare such guidance and training aids.

Baraga (1991) studied the interests of the students studying in the vocational education stream in Rajasthan and identified the difficulties faced by them. The study found that the majority of the students were interested in vocational education mainly because of its employment-preparatory nature. Lack of physical facilities, nonavailability of trained teachers, non-release of funds in time are some major shortcomings identified.

Joshi (1992) conducted study on vocational achievement and problems faced by students after passing the +2 vocational examinations. The study, which included 72 vocational products of Rajasthan, found that only 12.8% of them were self-employed.The percentage of students obtaining wage employment was also similar. 7.2% were in vocations other than those they had studied. 15.4% were unemployed and 51.6% had opted for higher education. No student could get loans from any agency. A large number of students found the theory portions of the vocational curriculum very difficult. Their practical training was inadequate due to lack of tools, equipment and materials.

Mc Connell (1997) performed an exploratory study of secondary student's career goals in regard to postsecondary education. The findings indicated the advantages and disadvantages of vocational training on the secondary level as well as changes taking place in vocational education. A new perspective on career development and the non- traditional students in the postsecondary arena also surfaced.

PSSCIVE (1999), The Second International Conference on Technical and Vocational Education, was held in Seoul, Republic of Korea in 1999 to identify challenges which TVE is likely to face in view of the changing demands of the 39 twenty-first century. As prelude to the International Conference and to provide a national perspective to challenges identified by UNESCO, a National Conference on Vocational Education was organized by PSCIVE in April 1999. The challenges identified by UNESCO were: 1) Globalization-unemployment andemployability; emerging market economics; and social and economic development. 2) Improving systems for providing education and training throughout Life vocational education as an integral part of national education system. 3) Innovating the educational and training process

4) Technical and Vocational Education for all- ensuring equal access for girls and women. 5) Changing roles of Government and other Stakeholders in TVE. 6) Enhancing international cooperation in TVE- scope and orientation for UNESCO's long-term TVE programme; and multilateral partnership for developing TVE.

During the 1990-99 decade in India 15 studies were conducted. Some of the studies related to attitudes towards vocational education or vocational guidance services. In some other researchers spoken about understanding the process of vocational development, vocational aspirations, occupational choices and academic choice of students, guidance services, Multi- media package on developmental and career guidance, interest in vocational education, vocational achievement and problems, the exiting guidance programme in the schools and the help extended to students was mainly in the educational area to the neglect of personal and vocational areas. To develop the modules for students on skill of learning career development, self-esteem enhancing, career potential.

Ryan, (2001) conducted study on the school-to-work transition: A cross-national perspective. The study revealed that the transition to professional life is a vulnerable period for young adults. Graduating from university involves leaving the educational comfort zone where there are clear rules and expectations. Work life, on the other hand, involves various choices, uncertainties, and challenges for new graduates.

Lee-Ann Prideaux and **Peter Alexander Creed (2002)** reviewed on Career development research in Australia and New Zealand. In one of studies spoken about the career decision-making research needs to be expanded and inform the context for career choice behaviours for adolescents. Findings in this area also indicate that pupils' attention towards unrealistic career aspirations. The gender studies revealed common findings. Boys were drawn to

mathematics and science more than girls, and girls were found to demonstrate a more flexible approach to career planning than boys. The prevalence of gender stereotyping of careers amongst children also persists. Some other study revealed the career education initiatives achieve the goal of enhancing the school-to-work progression of all student

Robert (2008) carried out a study on school to career transitions: career awareness and career and technical education (CTE) students. Results revealed that the environmental variable of socio-economic status (SES) was significantly related to career decision self-efficiency (CDSE) and career outcome expectations (COE) scores, but was not related to career planning (CP) scores. Gender and achievement variable of math (probability and statistics) were significantly related to CP scores in the final model of a hierarchical regression analyses. Interestingly, the math variable showed an inverse relationship to CP scores. Stepwise regression analyses revealed that CDSE and COE were significantly associated to CP attitudes.

Anil Kumar R and George Verges K (2012) the doctoral degree thesis on "Vocational Higher Secondary Education in Kerala: A Status Study of Students, Pass Outs and Training Components". The study provides a clear picture of the profiles of the students and pass outs of the Vocational Higher Secondary Education in Kerala with respect to their socioeconomic backgrounds, entrepreneurship profiles, awareness about the VHSE and academic achievements. The researcher has made some recommendations that, if implemented, could helpin solving some of the problems faced by the scheme in Kerala to a certain extent.

The Career Guidance and Counselling Cells and Placement Cells should be started in each school and teachers should be given training in Career Guidance and Counselling; Career Fests/Campus Interviews should be conducted with the cooperation of the Placement Cell and various industries in each school; A comprehensive data base of the VHSE pass outs should be maintained in each school and proper follow up actions should be taken to track the career developments of VHSE pass outs; In-service training should be provided to all the teachers focusing on the latest developments in the concerned fields; Alumni Associations should be formed in each school and such associations should take active role in the career development of the VHSE pass outs; Each school should be converted into a skill development centre.

Suman Kalyan Panja and Kamal Krishna De (2015) conducted study on Attitude Towards Career Guidance and Counselling Among Higher Secondary School Teachers Under Present Scenario in West Bengal. Guidance and Counselling' (GC) has become an important part

of education. Considering its need in schools, the study aims at assessing the attitude of higher secondary school teachers towards 'Career Guidance and Counselling' (CGC) in West Bengal (W.B). The study also attempts to reveal the present scenario about guidance and counselling facility in the schools of W.B. The sample of teachers was collected from H.S schools of West Bengal by simple random method and data were collected from them by using an attitude scale developed by the investigators. It was found that the attitude of teachers towards career guidance and counselling does not differ significantly with respect to their gender, location of schools and stream of subjects taught. The mean value of the attitude is very high and positive towards CGC. The study also reveals that the availability of guidance and counselling facility in schoolsis far below the asking level.

Dr. Seeja, K.R. and Dr. Rinu.V.Antony (2015) conducted study on identification of guidance needs among higher secondary school students of Kerala. The results of the study a large segment of adolescents feel the need for guidance on various aspects, irrespective of institution, gender, class or subject of study. Educational need was reported to be more criticalfor the students, followed by Personal and vocational needs. It also revealed the various problematic areas in which secondary school students need guidance for the total development of their potentialities and proper adjustment in various areas of life.

Tome and Goyal (2015) analyzed the role of human capital, human resource development and vocational education and training in Indian economy and found that it have been growing for India to become developed. There is need to pay attention in human resourceand development and in vocational education rather than general education. The governmentgoals for 2022 are immense and the aimed for HRD and VRT are expected to change the India's economy and society.

Divya Vijaykumar and T. Lavanya (2015) study on Orientations of High School Students and Parents towards Career Decision-making reveals that the career development orientations of a small group of middle class, high school students with parents' orientations to the career development of their children. The findings of study were: the encouraging students to engage in activities of their interest could facilitate effective career decision-making. Using the media to make information available and provide exposure to various professions could help students broaden their ideas of options available; the career counsellors could facilitate interaction between parents and children on the issue and discuss the reasons for contradiction between parents' views of giving their children freedom and the children's view.

Anil Kumar, K (2016) according to three-day National Conference on 'Guidance and Counselling in India: Status, Trends, Practices and Innovations' was made following recommendations in the field of guidance and counselling. There is a need to strengthen the State Educational and Vocational Guidance Bureaus (SEVGBs) existing in the State Council of Educational Research and Training (SCERTs) of the states with persons trained in the field; There is a need to integrate the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) initiatives with the existing SEVGBs/Cells. Appointments under RMSA should be made strictly according to the norms laid down for the appointment of Counsellors; The Government alone cannot meet the needs of the all students in the Country, there is a need to involve other parties. The Non- Governmental Organizations (NGOs) should make an attempt to collaborate and coordinate with schools, colleges and other institutions to meet the actual needs, rather than working alone; The teacher-counsellor model advocated by the NCERT is a good initiative. However, the Countryneeds full-fledged counsellors appointed on a regular basis as it is existing in the schools ofDelhi; There is a need for creating awareness of the activities of National Career Services (NCS) among the job seekers and job providers; Teachers and counsellors should be trained in creating entrepreneurial awareness, entrepreneurial selection and entrepreneurship development programmes among students.

Agrawal and Agrawal (2017) performed a study on vocational education and trainingin India; a labour market perspective. They found that two third of the trainees' work related to the field of training they have undergone which shows that individuals training is matches to their occupational level. They also found that the relative returns to vocational education are higher than general secondary education.

Dr. D. Hassan et al. (2018) study on Attitude towards Career Guidance and CounsellingAmong Higher Secondary School Teachers under Present Scenario in Andhra Pradesh. Guidance and Counselling' (GC) has become an important part of education.Considering its need in schools, the present study aims at assessing the attitude of higher secondary school teachers towards 'Career Guidance and Counselling' (CGC) in Andhra Pradesh (A.P). The study also attempts to reveal the present scenario about guidance and counselling facility in the schools of A.P. The sample of teachers was collected from H.S schools of Andhra Pradesh by simple random method and data were collected from them by using an attitude scale developed by the investigators. It was found that the attitude of teachers towards career guidance and counselling does not differ significantly with respect to their gender, location of schools and stream of subjects taught. The mean value of the attitude is very high and positive towards CGC.

Dr. N.R. Viji &Dr. G. Sheela Edward in 2024 under "Naan Mudhalvan Scheme - A Massive Upskilling Platform for Students with Special Reference to Arts and Science College" states that The Naan Mudhalvan scheme is skill enhancement initiatives for young people in Tamil Nadu that can help college students achieve their career goals. The scheme, which was launched in March 2022, by our Chief Minister MK Stalin aims to identify the students in government-run institutions and offer them academic and career guidance. The scheme also provides information about courses and industry-specific skill offerings. The program will be under CM's direct supervision and will entail teaching students in their chosen subjects/areas, languages, technological know-how, etc. The goal of this scheme is to enhance the skills of one million young people in the state each year to help them reach their full potential.

Yoganandham Govindharaj April 2024 Empowering Tamil Nadu's Future: Unveiling The Naan Mudhalvan Scheme For Education And Skill Development "The Naan Mudhalvanscheme is skill enhancement initiatives for young people in Tamil Nadu that can help college students achieve their career goals. The scheme, which was launched in March 2022, by our Chief Minister MK Stalin aims to identify the students in government-run institutions and offer them academic and career guidance. The scheme also provides information about courses and industry-specific skill offerings. The program will be under CM's direct supervision and will entail teaching students in their chosen subjects/areas, languages, technological know-how, etc. The goal of this scheme is to enhance the skills of one million young people in the state each yearto help them reach their full potential.

J Innocent Divya, MD, TNSDC Bridging the skill gap with Naan Mudhalvan – Heading the Tamil Nadu Skill Development Corporation (TNSDC), J Innocent Divya, IAS is all charged up to ensure that the youth of the state are skilled to meet the demands of today's work environment. **Industrial Economist (IE): Naan MudhalvanScheme. J Innocent Divya, (JID):** Post the pandemic and lock down, there was a serious dearth of skills.In this fast-paced world, the gap between industry and academia is widening fast. It is expectedto grow further in the future. To address this, the Naan Mudhalvan programme was instituted in 2022. It acts as a bridge, identifying and filling critical gaps between academic training and practical industry requirements.

2.5 Rationale for the Study

Career guidance is one of the most important decisions an individual makes in his life,and this process begins in adolescence or even earlier, much before a person enters the actual world of work. Career decision making is hence an important developmental task in adolescence. Selection of subjects is a critical component of career planning. Subject combinations and career choices made at this stage will determine their satisfaction or dissatisfaction with their career in their future. Poor uninformed choices and poor career maturity at this juncture will have an enormous impact on various aspects of the person's future. In the Indian education system students are required to make goals regarding qualifications and career path choices at the end of high school i.e. tenth grade and narrow down their choice by the twelfth standard. They are also expected to be aware of career optionsat this stage.

Chapter – 3

METHODOLOGY

3.1 Preface

For the successful conduct of any research requires suitable methodology with specific operational steps and well-constructed tools. The present investigation has the main objective to see the effect Of QR Videos and Animation Packages Based on Learning Outcome Related to Reading in Enriching Reading Skill in Tiruppur district. This chapter present the details of the sample for the study, tool used for the study, procedure of data collection, scoring and the statistical techniques used for the analysis.

3.2 Method Of The Study

The present investigation was undertaken by using *Survey* method. The survey method gathers data from a relatively large number of cases at a particular time. It is interested in knowing something about the whole population.

3.3 Sample Of The Study

The term sample refers to a small group of individuals taken from a large population. A sample may be defined as ―a finite number of observation or cases, selected from all areas in a particular universe, often assumed to be representative of the total group or universe of which it is a part‖. (Good 1973).

Among the sample there were 29 HM'S of Higher secondary schools, 30 CG Teachers and 30 Outgoing students of respective schools in different blocks in Tiruppur District

SCHOOL NAME	GENDER	BLOCK	SCHOOL TYPE	MEDIUM
GHSS PEDAPPAMPATTI	MALE	GUDIMANGALAM	URBAN	BOTH
GHSS MOOLANUR	FEMALE	MOOLANUR	URBAN	BOTH
NGPHSS DEVANRPUDUR	MALE	UDUMALPET	RURAL	BOTH
GHSS UDUKKAMPALAYAM	FEMALE	UDUMALPET	RURAL	BOTH
NGHSS PERIYA VALAVADI	FEMALE	UDUMALPET	RURAL	TAMIL
PMGHSS PULANKINAR	FEMA,E	UDUMALPET	URBAN	TAMIL
GHSS KETHANUR	MALE	PONGALUR	URBAN	BOTH
GHSS KANGEYAM	MALE	KANGEYAM	URBAN	BOTH
GHSS RAJENDRA ROAD	MALE	UDUMALPET	URBAN	BOTH
GHSS VADUGAPATTI	FEMALE	MOOLANUR	RURAL	TAMIL
GHSS KOLATHUPALAYAM	MALE	DHARAPURAM	RURAL	BOTH
GHSS KARUVALUR	MALE	AVINASHI	RURAL	TAMIL
GBHSS UDUMALPET	MALE	UDUMALPET	URBAN	BOTH
GBHSS PERUMANALLUR	MALE	TIRUPPUR NORTH	URBAN	BOTH
GGHSS KUNNATHUR	MALE	UTHUKULLI	URBAN	TAMIL
GHSS KUNDADAM	MALE	KUNDADAM	RURAL	TAMIL
MHSS PUTHURAMAKRISHNAPURAM	MALE	TIRUPPUR NORTH	URBAN	TAMIL
GHSS KANNIVADI	FEMALE	TIRUPPUR SOUTH	RURAL	BOTH
MHSS,KUMAR NAGAR	FEMALE	TIRUPPUR SOUTH	URBAN	BOTH
GHSS PADIYUR	FEMALE	KANGEYAM	RURAL	BOTH
GHSS KODUVAI	FEMALE	PONGALUR	URBAN	BOTH
GHSS PUDHUPPAI	MALE	VELLAKOVIL	RURAL	TAMIL
GHSS RAMACHANDRAPURAM	MALE	GUDIMANGALAM	RURAL	TAMIL
GHSS MADATHUKULAM	MALE	MADATHUKULAM	URBAN	BOTH
GHSS, KOMARALINGAM	MALE	MADATHUKULAM	RURAL	TAMIL
GGHSS UDUMALPET	FEMALE	UDUMALPET	URBAN	BOTH
GHSS GUDIMANGALAM	MALE	GUDIMANGALAM	RURAL	TAMIL
GBHSS PALLADAM	FEMALE	PALLADAM	URBAN	BOTH

Career Guidance Teachers

SCHOOL NAME	BLOCK	GENDER
GHSS PEDAPPAMPATTI	GUDIMANGALAM	MALE
GHSS MOOLANUR	MOOLANUR	FEMALE
NGPHSS DEVANRPUDUR	UDUMALPET	MALE
GHSS UDUKKAMPALAYAM	UDUMALPET	FEMALE
GHSS UDUKKAMPALAYAM	UDUMALPET	MALE
NGHSS PERIYA VALAVADI	UDUMALPET	FEMALE
PMGHSS PULANKINAR	UDUMALPET	MALE
GHSS KETHANUR	PONGALUR	FEMALE
GHSS KANGEYAM	KANGEYAM	MALE
GHSS RAJENDRA ROAD	UDUMALPET	MALE
GHSS VADUGAPATTI	MOOLANUR	MALE
GHSS KOLATHUPALAYAM	DHARAPURAM	MALE
GHSS KARUVALUR	AVINASHI	FEMALE
GBHSS UDUMALPET	UDUMALPET	MALE
GBHSS PERUMANALLUR	TIRUPPUR NORTH	MALE
GGHSS KUNNATHUR	UTHUKULLI	FEMALE
GHSS KUNDADAM	KUNDADAM	MALE
MHSS PUTHURAMAKRISHNAPURAM	TIRUPPUR NORTH	MALE
GHSS KANNIVADI	TIRUPPUR SOUTH	MALE
MHSS,KUMAR NAGAR	TIRUPPUR SOUTH	MALE
GHSS PADIYUR	KANGEYAM	MALE
GHSS KODUVAI	PONGALUR	FEMALE
GHSS PUDHUPPAI	VELLAKOVIL	MALE
GHSS RAMAKRISHNAPURAM	GUDIMANGALAM	MALE
GHSS MADATHUKULAM	MADATHUKULAM	MALE
GHSS, KOMARALINGAM	MADATHUKULAM	MALE
GGHSS UDUMALPET	UDUMALPET	MALE
GHSS GUDIMANGALAM	GUDIMANGALAM	MALE
GBHSS PALLADAM	PALLADAM	FEMALE

Questionarie For Students

SCHOOL NAME	BLOCK	GENDER
GHSS PEDAPPAMPATTI	GUDIMANGALAM	MALE
GHSS MOOLANUR	MOOLANUR	FEMALE
NGPHSS DEVANRPUDUR	UDUMALPET	MALE
GHSS UDUKKAMPALAYAM	UDUMALPET	FEMALE
GHSS UDUKKAMPALAYAM	UDUMALPET	MALE
NGHSS PERIYA VALAVADI	UDUMALPET	FEMALE
PMGHSS PULANKINAR	UDUMALPET	MALE
GHSS KETHANUR	PONGALUR	FEMALE
GHSS KANGEYAM	KANGEYAM	MALE
GHSS RAJENDRA ROAD	UDUMALPET	MALE
GHSS VADUGAPATTI	MOOLANUR	MALE
GHSS KOLATHUPALAYAM	DHARAPURAM	MALE
GHSS KARUVALUR	AVINASHI	FEMALE
GBHSS UDUMALPET	UDUMALPET	MALE
GBHSS PERUMANALLUR	TIRUPPUR NORTH	MALE
GGHSS KUNNATHUR	UTHUKULLI	FEMALE
GHSS KUNDADAM	KUNDADAM	MALE
MHSS PUTHURAMAKRISHNAPURAM	TIRUPPUR NORTH	MALE
GHSS KANNIVADI	TIRUPPUR SOUTH	MALE
MHSS,KUMAR NAGAR	TIRUPPUR SOUTH	MALE
GHSS PADIYUR	KANGEYAM	MALE
GHSS KODUVAI	PONGALUR	FEMALE
GHSS PUDHUPPAI	VELLAKOVIL	MALE
GHSS RAMAKRISHNAPURAM	GUDIMANGALAM	MALE
GHSS MADATHUKULAM	MADATHUKULAM	MALE
GHSS, KOMARALINGAM	MADATHUKULAM	MALE
GGHSS UDUMALPET	UDUMALPET	MALE
GHSS GUDIMANGALAM	GUDIMANGALAM	MALE
GBHSS PALLADAM	PALLADAM	FEMALE

DIMENSIONS OF HM QUESTIONNAIRE:

S.No	Dimensions	Positive items	Negative items	Total items
01	Career guidance cell functions	5	-	5
02	Higher education related questions	4	-	4
03	Scholarship	1	-	1
04	Career guidance in school	5	-	5
05	Role of Alumini	1	-	1
06	Role of SMC	1	-	1
07	Career guidance influence academic achievement	1	1	2
08	Career guidance schemes for adidravidar and welfare	1	-	1
	TOTAL	19	1	20

DIMENSIONS OF TEACHER QUESTIONNAIRE:

S.No	Dimensions	Positive items	Negative items	Total items
01	Career guidance functions	3	-	3
02	Role of students in Career Guidance	10	-	10
03	NSS volunteer	1	-	1
04	Parents in CG program	1	-	1
	TOTAL	15	-	15

DIMENSIONS OF STUDENTS QUESTIONNAIRE:

S.No	Dimensions	Positive items	Negative items	Total items
01	Career guidance in Higher Education	**10**	**-**	**10**
02	Role of Teacher in Career Guidance	**3**	-	**3**
03	Alumini members	**1**	-	**1**
04	Free Exams	**1**	-	**1**
	TOTAL	15	-	**15**

Result of the reliability test mentioned in the above table shows that the tool prepared for the study was reliable.

iii.   Validity of the Tool

The research tool prepared by the investigator was distributed to a group of five teacher educators, and five nearby higher secondary school teachers. They opined that the prepared tool had face validity and content validity.

3.4   Data Gathering Procedure

The investigator personally met the selected higher school teachers after getting the permission from the head of the schools and requested them to cooperate for collecting the required data for this study by filling up the given research tools to them. The investigator gave a brief introduction about this research to the selected samples and also provides an outline to fill up the tools. After completing the tools by the selected teachers, the investigator collected the data carefully. All these data were subjected to scoring based on scoring procedure.

3.5   Hypotheses

The investigator has selected the following mentioned hypotheses to verify the objectives of the present study.

1. There is no significant difference between career guidance program of Male And Female in Higher Secondary school headmasters
2. There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters
3. There is no significant difference between career guidance program of Male And Female in Higher Secondary school teachers
4. There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers
5. There is no significant difference between career guidance program of Male And Female in Higher Secondary school students
6. There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students

3.6   Statistical Techniques Used

For the analysis of the data, the following statistical techniques have been used –
1.Descriptive analysis (Mean & S.D) 2.Differential analysis (_t' test).

Chapter – 4

DATA ANALYSIS AND INTERPRETATION

4.1   Introduction

Data analysis is a process for collecting raw data for the study and converting the data into information useful for research study. Data is collected and analysed to test hypotheses, to answer research questions and to accept or reject the research hypotheses. The chapter includes the statistical analysis of collected data during the research work. For the current research investigator set certain objectives to be realized during and after the research.

Data analysis is considered to be important step and heart of the research in research work. After collection of data with the help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arriving at empirical solution to the problem. The data analysis for the present research was done quantitatively with the help of statistics. The statistical techniques like mean, standard deviation and _t'-value used during data analysis. The analysis and the interpretation of the data are presented here in the tabular and graphic section wise.

The analysis of the data and the detailed results of the study are presented in this chapter. For this purpose Among the sample there were 29 HM'S of Higher secondary schools, 30 CG Teachers and 30 Outgoing students of respective schools in different blocks in Tiruppur District.

The survey method was conducted for three months only on the working days. In this chapter, the collected data have been tabulated and analysed with the help of statistical techniques viz., mean, standard deviation.

4.2 Statistical Techniques Used

Impact of career guidance program issues were analysed and tabulated by the Percentage scores.

Hypothesis Testing Percentage Analysis

1.   T – Test were used to measure the level of significant difference with respect to the following variable

i)   Type of School (Government , Government-Aided)

ii)   Locality of the School (Urban and Rural)

iii)   Gender (Male and Female)

HYPOTHESIS: 1

There is no significant difference between career guidance program of Male And Female in Higher Secondary school headmasters

Table: 4.1

Table Showing the mean difference between career guidance program of Male and Female in Higher Secondary school headmasters

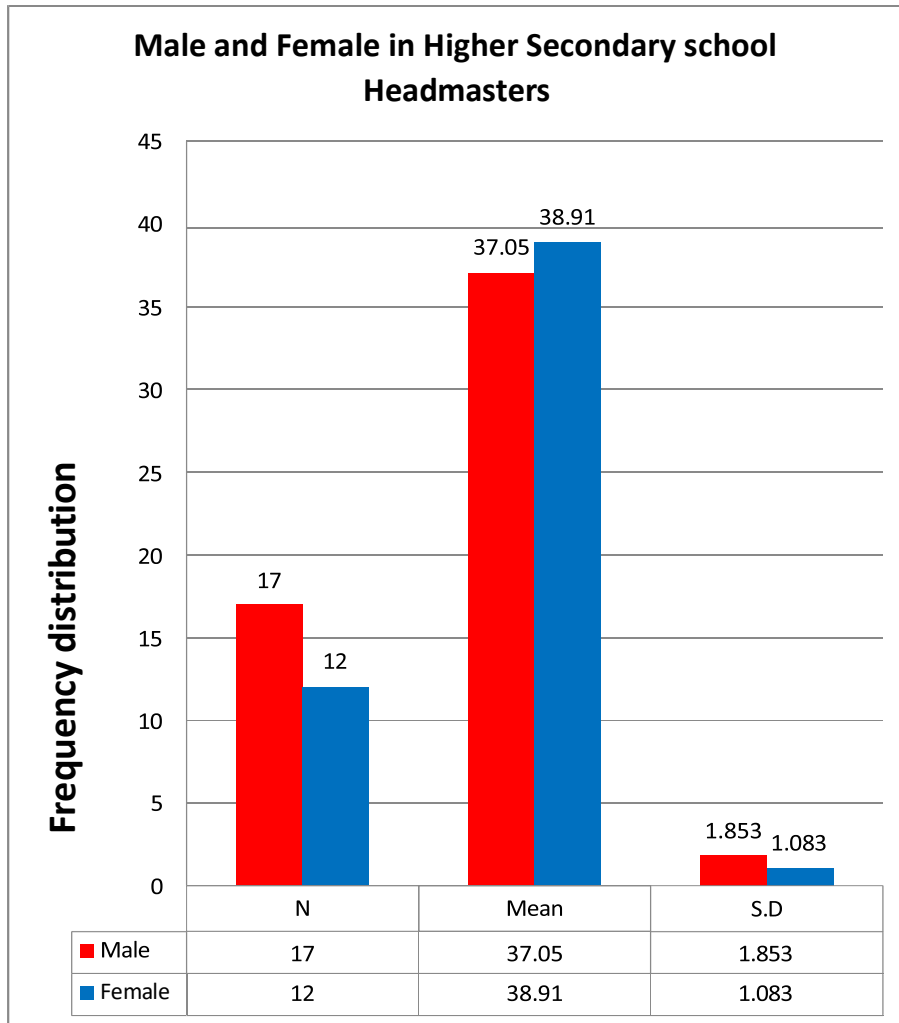| Variable	Gender	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Male	17	37.05	1.853	3.39	2.04	**Significant**
	Female	12	38.91	1.083			

Interpretation

From the above table it is noted that the calculated t value 3.39 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school headmasters." is **Rejected**

Result

There is significant difference between career guidance program of Male And Female in Higher Secondary school headmasters

Fig-4.1

Sample distribution based on difference between career guidance program of Male and Female in Higher Secondary school headmasters

Male and Female in Higher Secondary school Headmasters

	N	Mean	S.D
Male	17	37.05	1.853
Female	12	38.91	1.083

HYPOTHESIS: 2

There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters

Table: 4.2

Table Showing the mean difference between career guidance program of Rural and Urban in **Higher Secondary school headmasters**

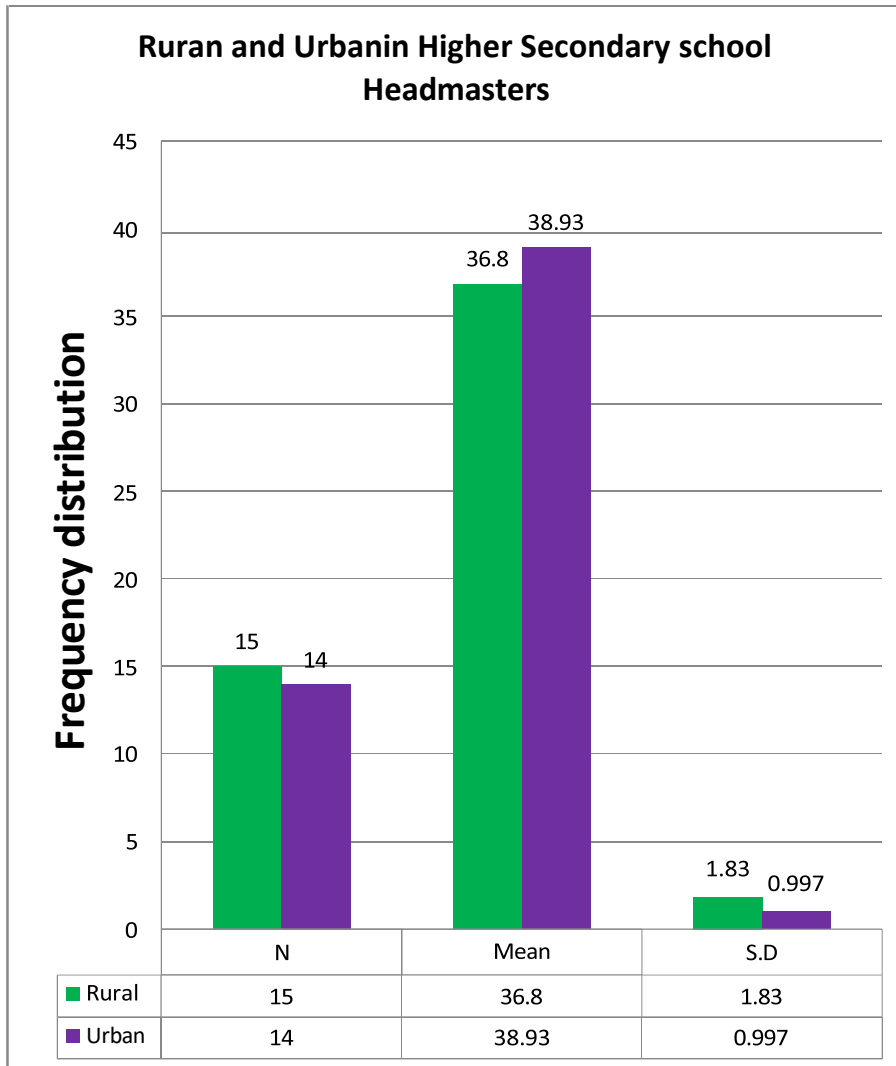| Variable	Locality	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Rural	15	36.800	1.83	3.93	2.04	
	Urban	14	38.93	0.997			**Significant**

Interpretation

From the above table it is noted that the calculated t value 3.93 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters." is **Rejected**

Result

There is significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters

Fig-4.2

Sample distribution based on Gender difference between career guidance program of Rural and Urban in Higher Secondary school headmasters

	N	Mean	S.D
■ Rural	15	36.8	1.83
■ Urban	14	38.93	0.997

HYPOTHESIS:3

There is no significant difference between career guidance program of Male And Female in Higher Secondary school teachers

Table: 4.3

Table Showing the mean difference between career guidance program of Male and Female in Higher Secondary school Teachers

Variable	Gender	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Male	16	65.25	6.49	2.77	2.04	**Significant**
	Female	14	60.07	3.42			

Interpretation

From the above table it is noted that the calculated t value 2.77 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school teachers" is **Rejected**
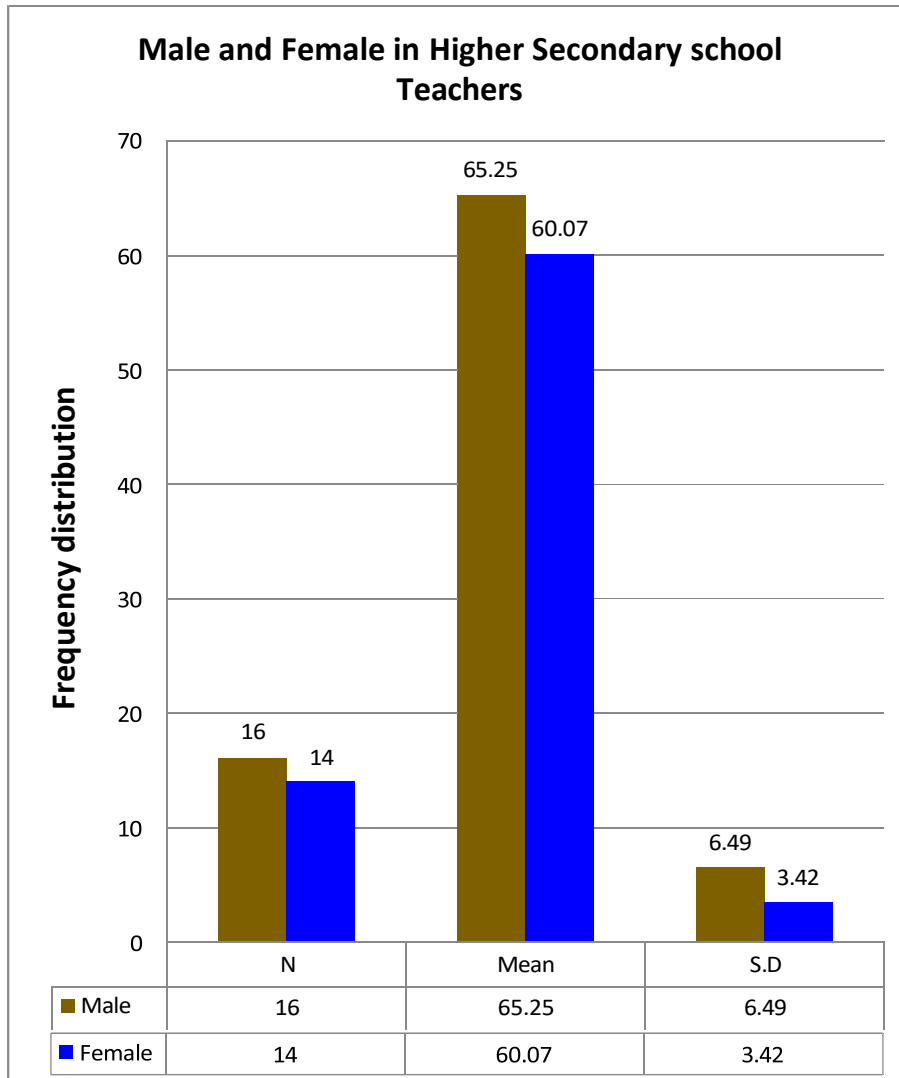
Result

There is significant difference between career guidance program of Male And Female in Higher Secondary school teachers

Fig-4.3

Sample distribution based on difference between career guidance program of Male and Female in Higher Secondary school Teachers

Male and Female in Higher Secondary school Teachers

	N	Mean	S.D
■ Male	16	65.25	6.49
■ Female	14	60.07	3.42

HYPOTHESIS:4

There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers

Table: 4.4

Table Showing the mean difference between Career Guidance Program of Rural and Urban in Higher Secondary school Teachers

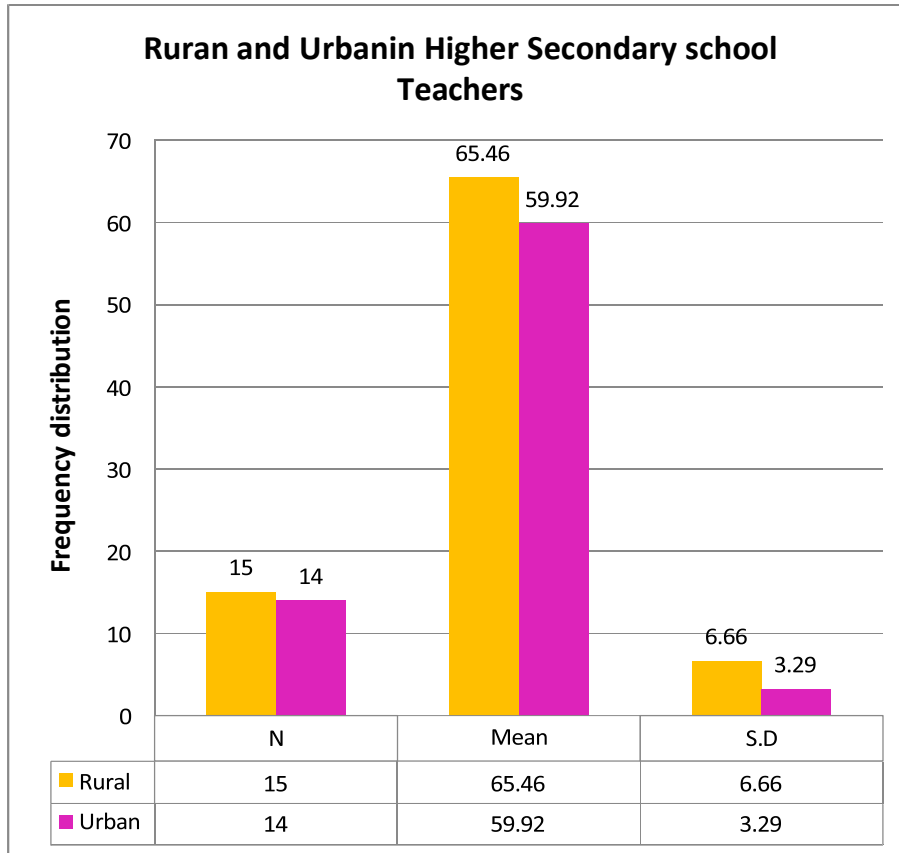| Variable	Locality	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Rural	15	65.46	6.66	2.86	2.04	**Significant**
	Urban	14	59.92	3.29			

Interpretation

From the above table it is noted that the calculated t value 2.86 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers" is **Rejected**

Result

There is significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers

Fig-4.4

Sample distribution based on difference between Career Guidance Program of Rural and Urban in **Higher Secondary school Teachers**

Ruran and Urbanin Higher Secondary school Teachers

	N	Mean	S.D
Rural	15	65.46	6.66
Urban	14	59.92	3.29

HYPOTHESIS:5

There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students

Table: 4.5

Table Showing the mean difference between career guidance program of Male and Female in Higher Secondary school Students

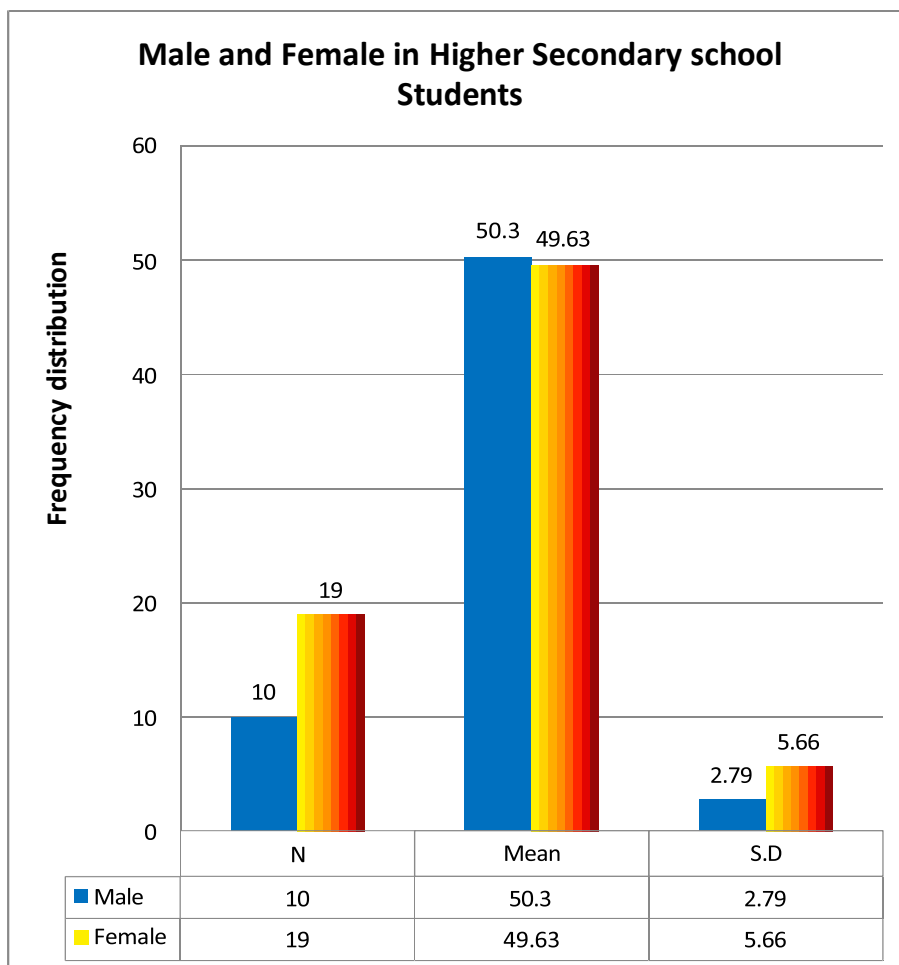| Variable	Gender	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Male	10	50.30	2.79	0.425	2.04	**Not Significance**
	Female	19	49.63	5.66			

Interpretation

From the above table it is noted that the calculated t value 0.425 is less than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students" is **Accepted**

Result

There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students

Fig-4.5

Sample distribution based on difference between career guidance program of

Male and Female in Higher Secondary school Students

Male and Female in Higher Secondary school Students

	N	Mean	S.D
■ Male	10	50.3	2.79
▪ Female	19	49.63	5.66

HYPOTHESIS:6

There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students

Table: 4.6

Table Showing the mean difference between career guidance program of Rural and Urban in **Higher Secondary school Students**

| Variable	Locality	N	Mean	S.D	t-value	Table value	Significance at 0.05 level
IMPACT OF CAREER GUIDANCE PROGRAM	Rural	15	49.86	4.03	0.005	2.04	**Significant**
	Urban	14	49.85	5.60			

Interpretation

From the above table it is noted that the calculated t value 0.005 is less than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students" is **Accepted**

Result

There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students

Fig-4.6

Sample distribution based on difference between career guidance program of Rural and Urban in Higher Secondary school Students

	N	Mean	S.D
Rural	15	49.86	4.03
Urban	14	49.85	5.6
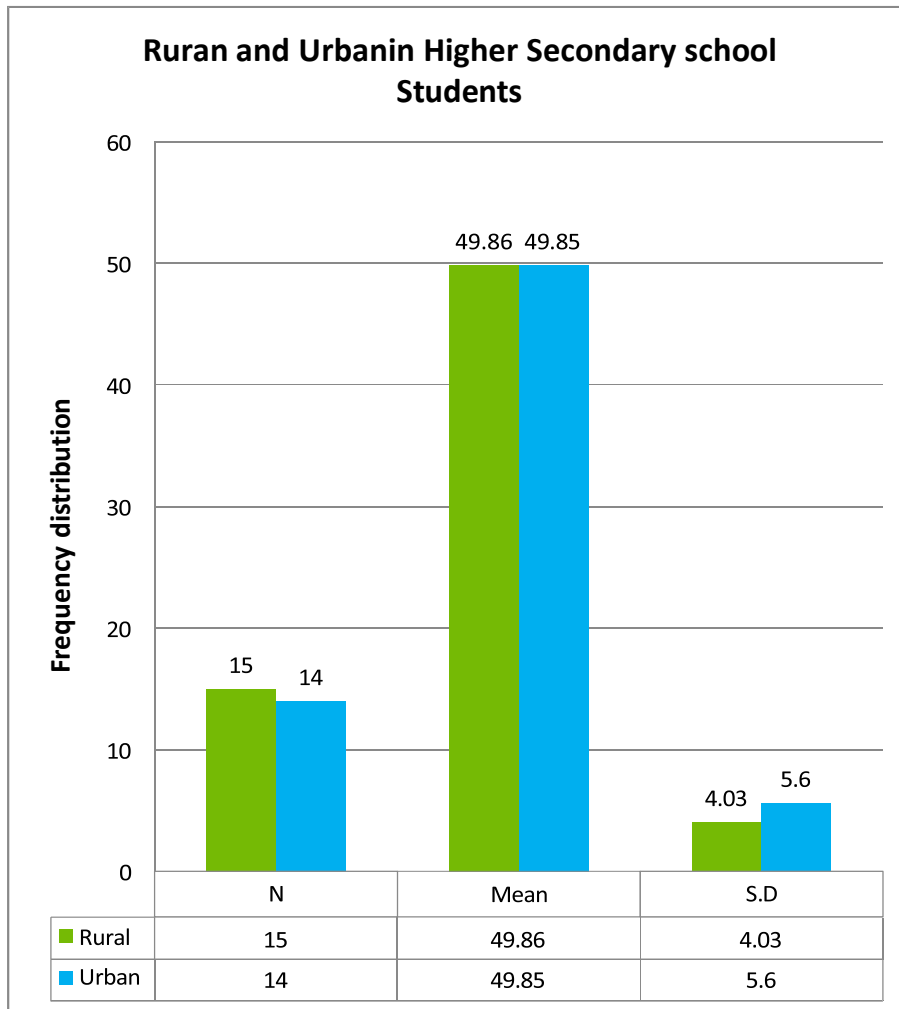
Chapter–5

SUMMARY OF FINDINGS

5.1   Preface

The main objective of the present investigation is to study the impact of career guidance program among teachers as well as students at higher secondary level in Tiruppur district in. This chapter deals with the summary of the findings arrived on the basis of data analysis, and the recommendations to further research activities.

5.2   Summary Of The Study

Sample of the Study

Among the sample there were 29 HM'S of Higher secondary schools, 30 CG Teachers and 30 Outgoing students of respective schools in different blocks in Tiruppur District.

SCHOOL NAME	GENDER	BLOCK	SCHOOL TYPE	MEDIUM
GHSS PEDAPPAMPATTI	MALE	GUDIMANGALAM	URBAN	BOTH
GHSS MOOLANUR	FEMALE	MOOLANUR	URBAN	BOTH
NGPHSS DEVANRPUDUR	MALE	UDUMALPET	RURAL	BOTH
GHSS UDUKKAMPALAYAM	FEMALE	UDUMALPET	RURAL	BOTH
NGHSS PERIYA VALAVADI	FEMALE	UDUMALPET	RURAL	TAMIL
PMGHSS PULANKINAR	FEMALE	UDUMALPET	URBAN	TAMIL
GHSS KETHANUR	MALE	PONGALUR	URBAN	BOTH
GHSS KANGEYAM	MALE	KANGEYAM	URBAN	BOTH

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GHSS RAJENDRA ROAD	MALE	UDUMALPET	URBAN	BOTH

GHSS VADUGAPATTI	FEMALE	MOOLANUR	RURAL	TAMIL
GHSS KOLATHUPALAYAM	MALE	DHARAPURAM	RURAL	BOTH
GHSS KARUVALUR	MALE	AVINASHI	RURAL	TAMIL
GBHSS UDUMALPET	MALE	UDUMALPET	URBAN	BOTH
GBHSS PERUMANALLUR	MALE	TIRUPPUR NORTH	URBAN	BOTH
GGHSS KUNNATHUR	MALE	UTHUKULLI	URBAN	TAMIL
GHSS KUNDADAM	MALE	KUNDADAM	RURAL	TAMIL
MHSS PUTHURAMAKRISHNAPURAM	MALE	TIRUPPUR NORTH	URBAN	TAMIL
GHSS KANNIVADI	FEMALE	TIRUPPUR SOUTH	RURAL	BOTH
MHSS,KUMAR NAGAR	FEMALE	TIRUPPUR SOUTH	URBAN	BOTH
GHSS PADIYUR	FEMALE	KANGEYAM	RURAL	BOTH
GHSS KODUVAI	FEMALE	PONGALUR	URBAN	BOTH
GHSS PUDHUPPAI	MALE	VELLAKOVIL	RURAL	TAMIL
GHSS RAMACHANDRAPURAM	MALE	GUDIMANGALAM	RURAL	TAMIL
GHSS MADATHUKULAM	MALE	MADATHUKULAM	URBAN	BOTH
GHSS, KOMARALINGAM	MALE	MADATHUKULAM	RURAL	TAMIL
GGHSS UDUMALPET	FEMALE	UDUMALPET	URBAN	BOTH
GHSS GUDIMANGALAM	MALE	GUDIMANGALAM	RURAL	TAMIL
GBHSS PALLADAM	FEMALE	PALLADAM	URBAN	BOTH

CAREER GUIDANCE TEACHERS

SCHOOL NAME	BLOCK	GENDER
GHSS PEDAPPAMPATTI	GUDIMANGALAM	MALE
GHSS MOOLANUR	MOOLANUR	FEMALE
NGPHSS DEVANRPUDUR	UDUMALPET	MALE
GHSS UDUKKAMPALAYAM	UDUMALPET	FEMALE
GHSS UDUKKAMPALAYAM	UDUMALPET	MALE
NGHSS PERIYA VALAVADI	UDUMALPET	FEMALE
PMGHSS PULANKINAR	UDUMALPET	MALE
GHSS KETHANUR	PONGALUR	FEMALE
GHSS KANGEYAM	KANGEYAM	MALE
GHSS RAJENDRA ROAD	UDUMALPET	MALE
GHSS VADUGAPATTI	MOOLANUR	MALE
GHSS KOLATHUPALAYAM	DHARAPURAM	MALE
GHSS KARUVALUR	AVINASHI	FEMALE
GBHSS UDUMALPET	UDUMALPET	MALE
GBHSS PERUMANALLUR	TIRUPPUR NORTH	MALE
GGHSS KUNNATHUR	UTHUKULLI	FEMALE
GHSS KUNDADAM	KUNDADAM	MALE
MHSS PUTHURAMAKRISHNAPURAM	TIRUPPUR NORTH	MALE
GHSS KANNIVADI	TIRUPPUR SOUTH	MALE
MHSS,KUMAR NAGAR	TIRUPPUR SOUTH	MALE
GHSS PADIYUR	KANGEYAM	MALE
GHSS KODUVAI	PONGALUR	FEMALE
GHSS PUDHUPPAI	VELLAKOVIL	MALE
GHSS RAMAKRISHNAPURAM	GUDIMANGALAM	MALE
GHSS MADATHUKULAM	MADATHUKULAM	MALE
GHSS, KOMARALINGAM	MADATHUKULAM	MALE
GGHSS UDUMALPET	UDUMALPET	MALE
GHSS GUDIMANGALAM	GUDIMANGALAM	MALE
GBHSS PALLADAM	PALLADAM	FEMALE

QUESTIONARIE FOR STUDENTS

SCHOOL NAME	BLOCK	GENDER
GHSS PEDAPPAMPATTI	GUDIMANGALAM	MALE
GHSS MOOLANUR	MOOLANUR	FEMALE
NGPHSS DEVANRPUDUR	UDUMALPET	MALE
GHSS UDUKKAMPALAYAM	UDUMALPET	FEMALE
GHSS UDUKKAMPALAYAM	UDUMALPET	MALE
NGHSS PERIYA VALAVADI	UDUMALPET	FEMALE
PMGHSS PULANKINAR	UDUMALPET	MALE
GHSS KETHANUR	PONGALUR	FEMALE
GHSS KANGEYAM	KANGEYAM	MALE
GHSS RAJENDRA ROAD	UDUMALPET	MALE
GHSS VADUGAPATTI	MOOLANUR	MALE
GHSS KOLATHUPALAYAM	DHARAPURAM	MALE
GHSS KARUVALUR	AVINASHI	FEMALE
GBHSS UDUMALPET	UDUMALPET	MALE
GBHSS PERUMANALLUR	TIRUPPUR NORTH	MALE
GGHSS KUNNATHUR	UTHUKULLI	FEMALE
GHSS KUNDADAM	KUNDADAM	MALE
MHSS PUTHURAMAKRISHNAPURAM	TIRUPPUR NORTH	MALE
GHSS KANNIVADI	TIRUPPUR SOUTH	MALE
MHSS,KUMAR NAGAR	TIRUPPUR SOUTH	MALE
GHSS PADIYUR	KANGEYAM	MALE
GHSS KODUVAI	PONGALUR	FEMALE
GHSS PUDHUPPAI	VELLAKOVIL	MALE
GHSS RAMAKRISHNAPURAM	GUDIMANGALAM	MALE
GHSS MADATHUKULAM	MADATHUKULAM	MALE
GHSS, KOMARALINGAM	MADATHUKULAM	MALE
GGHSS UDUMALPET	UDUMALPET	MALE
GHSS GUDIMANGALAM	GUDIMANGALAM	MALE
GBHSS PALLADAM	PALLADAM	FEMALE

5.3 Tools Used

For the present investigation the researcher has chosen the tools –

Questionnaire on impact of career guidance program among teachers as well as students in Tiruppur district was used. The description of the tool and scoring procedure were clearly explained in the chapter.3.

5.4 Data Collection

The investigator personally met the selected higher secondary school HM's and CG teachers and outgoing students after getting the permission from the head of the schools and requested them to cooperate for collecting the required data for this study by filling up the given research tools to them. The investigator gave a brief introduction about this research to the selected samples and also provides an outline to fill up the tools. After completing the tools by the selected teachers, the investigator collected the data carefully. All these data were subjected to scoring based on scoring procedure.

5.5 Findings

1 There is no significant difference between career guidance program of Male And Female in Higher Secondary school headmasters, From the table it is noted that the calculated t value 3.39 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school headmasters." is Rejected and it is significant

2 There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters. From the table it is noted that the calculated t value 3.93 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school headmasters." is Rejected and it is significant.

3 There is no significant difference between career guidance program of Male And Female in Higher Secondary school teachers. From the table it is noted that the calculated t value 2.77 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school teachers" is Rejected and hence it is significant

4 There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers. From the table it is noted that the calculated t value 2.86 is greater than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school teachers" is Rejected and hence it is significant.

5 There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students. From the table it is noted that the calculated t value 0.425 is less than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students" is Accepted and hence it is not significant.

6 There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students. From the table it is noted that the calculated t value 0.425 is less than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Male And Female in Higher Secondary school Students" is Accepted and hence it is not significant.

7 There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students.From the table it is noted that the calculated t value 0.005 is less than the table value 2.04 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference between career guidance program of Rural And Urban in Higher Secondary school students" is Accepted and hence it is significant.

5.6 Educational Implications

The main beneficiary of any educational research should be the student community. It is the usefulness of career guidance of the present study for Head masters, Career guidance Teachers and 12th Outgoing students, which will determine the success of the present research. Survey of the research activities in the related field pointed out the role of career and guidance on various aspects of students' development. The findings of this present research reemphasize this need.

The **Naan Mudhalvan** program has several educational implications that can significantly impact students and the education system:

1. **Skill Development**: The program focuses on enhancing students' skills beyond traditional academic subjects. By offering specialized courses, it prepares them for real- world challenges and employment opportunities.

2. **Career Guidance**: Naan Mudhalvan provides personalized career counseling. This guidance helps students make informed decisions about their future paths, aligning their interests and abilities with suitable careers.

3. **Industry Relevance**: The curriculum reforms aim to align educational content with industry needs. By incorporating practical skills and industry-specific knowledge, students become more employable.

4. **Teacher Training**: Regular training sessions for teachers improve teaching methodologies. Well-trained educators can create engaging learning experiences and inspire students.

5. **Awareness and Outreach**: The program's success depends on effective communication. Awareness campaigns ensure that students, parents, and educators understand its benefits and actively participate.

6. **Holistic Development**: Naan Mudhalvan emphasizes holistic growth, including soft skills, communication abilities, and critical thinking. These skills are essential for success beyond academics.

Career counselling and guidance ensures this preparedness. It helps the student to realise the goal.

5.7   Recommendations:

The **Naan Mudhalvan** program has received recommendations to enhance its impact and effectiveness.

1. *Awareness Campaigns:*
   o Increase awareness about the program through targeted campaigns, workshops, and communication channels.
   o Engage with colleges, schools, and community centers to reach a wider audience.
2. ***Curriculum Reforms:***
   o Revise the curriculum to align with industry needs and emerging trends.
   o Introduce practical, skill-based courses alongside theoretical subjects.
3. ***Teacher Training:***
   o Conduct regular training sessions for teachers to improve teaching methodologies.
   o Encourage teachers to stay updated with the latest educational practices.
4. ***Industry Collaboration:***
   o Foster partnerships with industries to provide real-world exposure and internships.
   o Create a bridge between academia and industry for better job prospects.
5. ***Skill Development:***
   o Offer specialized courses in areas like communication skills, coding, and soft skills.
   o Provide personalized career counseling to guide students toward suitable career paths.

5.8   Suggestions For Further Research

- Multiple groups across age and field of study can be used to explore the career guidance process. The findings of this study expand and elaborate on personal and external correlates of career decision-making in the Indian context.
- The level of career maturity in students from different educational boards may be compared.
- Whether the medium of instruction has any effect on career maturity i.e. students from English medium schools v/s those from vernacular medium schools.
- To facilitate productive research, focus on obtaining and organizing relevant data related to the program.
- Consider collaborating with academics and experts to gather information and statistical data about Naan Mudhalvan.

- Investigate students' opinions of the program's advantages and their level of awareness regarding Naan Mudhalvan.

- Explore variables that affect awareness and engagement among college students.

- Utilize both quantitative and qualitative data collection methods to gain a comprehensive understanding of the initiative.

- Analyze findings to assess the program's efficiency and identify ways to enhance student engagement.

5.9 Conclusion

In the lives of all individuals at some point of time, they do feel worried and concerned about their careers, job opportunities that are available to them and their future lives. When a child is young and is about to get enrolled in a preparatory school, then his parents feel anxious that which would be the best play school for their child to get admitted into, hence they seek guidance and counseling regarding the bringing up of their child in an improved manner from experts, professionals and even their close friends and relatives, therefore, at the initial stage also counseling and guidance is essential for the child and his parents. When the child reaches the age of ten years and above and is pursuing his formal schooling, then there are different subjects that he has to study such as mathematics, social science, science, English, hindi, and also gets involved in other extra curricular activities such as art and craft, music, singing, dancing, sports and so forth; these extra curricular activities may take place in schools or even in other organizations outside school; all the academic areas and extra curricular activities for the children may not always take place in a smooth manner, they do face problems and difficulties, which may aggravate or upset them, therefore, in order to solve their problems they seek counseling and guidance from tutors, instructors, parents, relatives, friends and other professionals for the main purpose of improving their performance and doing well in all the activities that they are engaged into. Therefore, it has been understood that counseling and guidance is also imperative for children who are young and teenagers.

In higher educational institutions such as colleges and universities, there has been an establishment of a separate department or an office where experts and professionals who possess efficient knowledge and information are engaged in employment and their main job duties comprise of providing adequate knowledge, guidance and information to the individuals who visit them for the main purpose of acquiring better career prospects and

jobs. Career counseling and guidance not just involves communicating to the individuals regarding the job opportunities that are available, but it involves thorough analysis of ones skills, abilities, qualifications and past experience so that a counselor is able to guide him towards the proper direction. Student guidance also comprises of guiding the students appropriately regarding their performance and achievement of grades within an educational institutions, because at all the educational levels, it generally happens when the students are not able to score good grades, they approach the guides and the counselors to provide them assistance regarding how to improve their class performances and grades. Career counseling and student guidance when implemented in an appropriate manner does prove to be productive and beneficial to the students, job seekers and graduates, hence it is considered to be an imperative concept at all levels of education and on completion of education.

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IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN

HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT-QUESTIONNARIE for TEACHER

        As a part of my research work I am carrying out this survey. Hence I request you to kindly spare your valuable time and fill the questionnaire. I assure that the data will be kept confidential.

Name of the Teacher:_____

Age :_____   Qualification:_____   Gender: Male/Female

Name of the school:_____Date of Joining in this school :_____

Total no. of students in your CG class:_____

Strongly agree (SA) Agree (A) Neutral (N)Disagree (D)Strongly Disagree(SD)

S.No	Statements	SA	A	N	D	AD
1	Career guidance programme increased awareness about higher education among students.					
2	It helps to identify personal interest and passion of students					
3	It enhances the skills and strength of students.					
4	It enhances the personality and it helps me in decision making.					
5	It cultivates the values of profession among students.					
6	Career guidance demo videos were shown to the students.					
7	Positive feedback received from the students.					
8	It insists the students to achieve high academic performance .					
9	It improves student Teacher relationship.					
10	Teacher receives recognition and appreciation through Career guidance program from Parents and students.					
11	Success stories were shared to the students.					
12	NSS volunteer support the career guidance program.					
13	Able to provide Personalized career guidance to the students.					
14	Assessing Academic performance , skill and aptitude for providing constructive feedback is a challenging task					
15	Cordial relationship is maintained with parents regarding career guidance program.					

IMPACT OF CAREER GUIDANCE PROGRAM FOR TEACHERS AS WELL AS STUDENTS IN HIGHER SECONDARY LEVEL IN TIRUPPUR DISTRICT

Name of the Investigator: V. Suguna, Lecturer, DIET, Thirumoorthynagar.

QUESTIONNARIE for HM

As a part of my research work I am carrying out this survey. Hence I request you to kindly spare your valuable time and fill the questionnaire. I assure that the data will be kept confidential.

Name of the HM:_____

Age :_____   Gender: Male/Female

Qualification   :_____

Name of the school:_____

Date of Joining in this school: _____

Teaching Experience :_____(1 to 5 years, 6 to 10 years, Above 10 Years)

Location of the school :Rural/Urban

Medium of Instruction : Tamil/ English/Both

Total no of students in 12 th std :_____

Name of the Group	No of Boys	No of Girls	Total

Total no. of Teachers trained in Career guidance training: _____

S.No	Statements	Yes	No
1	Career guidance cell is functioning properly.		
2	Out of school children were under the guidance of career cell.		
3	Whats app group for students is live in chat.		
4	Higher Education information was shared frequently.		
5	Career guidance cell helps in filling the application form.		
6	Getting scholarships for the students through CG cell.		
7	Organising counseling camp in school.		
8	Parents get awareness through this program		
9	Time-Table was properly followed by the trained CG teacher and students		
10	Whether school is linked to nearby colleges?		
11	Whether Alumini involved in career guidance program?		
12	Ensuring Students enrolled in higher education.		
13	Students those who don't entering higher education were getting support.		
14	Ensuring students to apply for the supplementary exam.		
15	Sufficient number of CG teachers is there in schools.		
16	Kaloori kanavu application was filled by the students.		
17	Whether feedback received from the students at the end of CG program?		
18	Career guidance programe influence the pass percentage of students.		
19	SMC meeting was conducted regularly regarding Nan Muthalvan.		
20	Whether Adidravidar students attended the camp conducted by Mass Movement for Transformation (NMT) and NURTURE?		

S.No	Statements	SA	A	N	D	SD
1	Career guidance programme increased awareness and knowledge about higher education.					
2	It helps me to choose the correct field in my higher education.					
3	It provides more knowledge about career paths					
4	It helps me to balance the nature of work and life in future					
5	It provides support system in all aspects.(Family, Teachers, Mentors)					
6	Speech of Alumini members inspires me.					
7	Teacher motivates and inspires me in achieving my career decision.					
8	It secures for the development of my interest and aptitudes.					
9	It guides me to arrive at some tentative vocational preferences for my future.					
10	I got information about educational opportunities beyond school stage.					

IMPACT OF CAREER GUIDANCE

PROGRAM FOR TEACHERS AS WELL AS

STUDENTS IN HIGHER SECONDARY

LEVEL IN TIRUPPUR DISTRICT

QUESTIONNARIE for STUDENT

Name of the Student:_____ Name of theschool:_____

Gender: Male/Female   Group studied:_____Parents occupation:_____

Strongly agree (SA) Agree (A) Neutral (N)Disagree (D)Strongly Disagree(SD)

| S.No	STATEMENT	YES	NO
1	Career guidance demo videos were watched by me.		
2	Kaloori kanavu application was filled by me.		
3	Feedback collected from me by CG teacher.		
4	Do you know about the free coaching class conducted by Tamilnadu for Central Government SSC exams, RRB and Bank exams?		
5	I need guidance while choosing higher education course from my teachers.		

PHOTOS

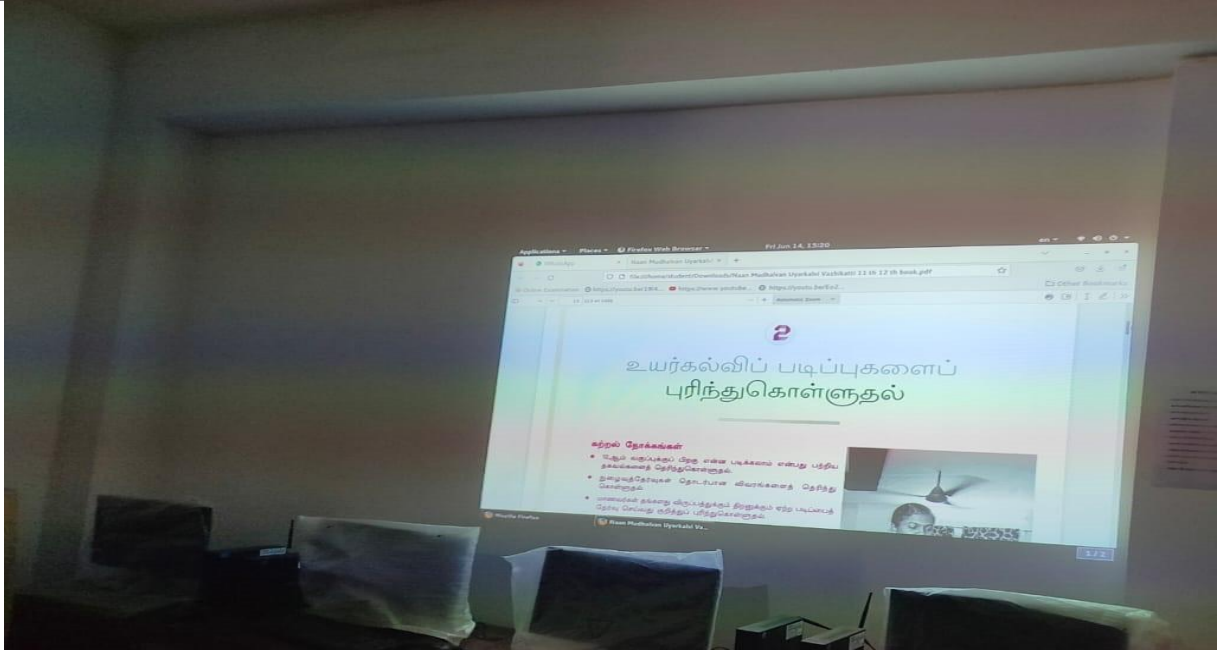Tool administration for Head Masters and Career Guidance Teachers
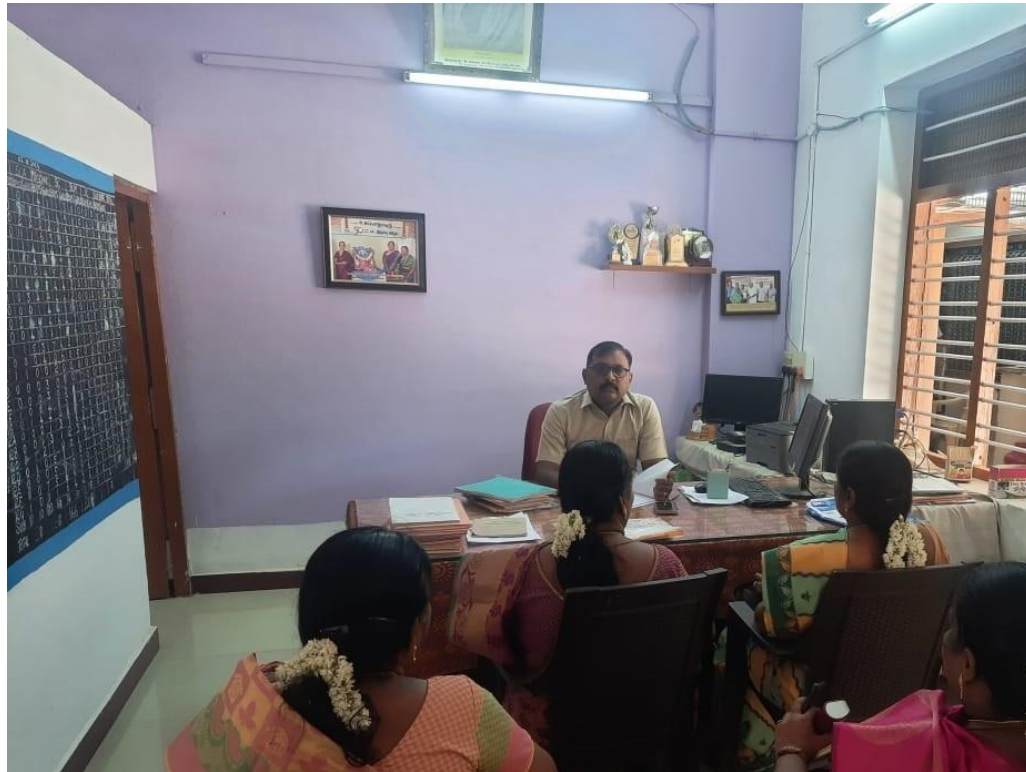
Tool administration for Head master and Career Guidance Teacher

Career guidance classes was conducted by Career Guidance Teacher

Tool administration in Higher secondary schools

Tool collection from Career Guidance Teachers