CAREER GUIDANCE CELLS: AN ASSESSMENT OF THE FUNCTIONING, USEFULNESS, STUDENTS' AWARENESS AND COUNSELLING NEEDS

Naan Mudhalvan Scheme

Research Project Report

INVESTIGATOR

Mrs. N. CHRISTAL JEYA, M.A., M.Ed., M.Phil.
Senior Lecturer
DIET, Ondipudur 641016
Coimbatore District.
Tamil Nadu

-------------------- **Submitted To** --------------------

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MRS. N. CHRISTAL JEYA
Senior Lecturer
DIET, Ondipudur - 641016,
Coimbatore District.

DECLARATION

I hereby declare that this Research work titled *"CAREER GUIDANCE CELLS: AN ASSESSMENT OF THE FUNCTIONING, USEFULNESS, STUDENTS' AWARENESS AND COUNSELLING NEEDS"* is a record of research work done by me at the District Institute of Education and Training, Coimbatore District, Tamil Nadu. Further, I also declare that this work has not formed the basis for the award previously of any degree, diploma, associate ship, fellowship or any other similar title of any University or Institution.

Signature of the Researcher

Coimbatore   *[N. Christal Jeya]*

June-2024

Thiru. N. LAKSHMI NARASIMMAN
Principal
DIET, Coimbatore, 641016
Coimbatore District

CERTIFICATE

This is to certify that the Research Project entitled *"CAREER GUIDANCE CELLS: AN ASSESSMENT OF THE FUNCTIONING, USEFULNESS, STUDENTS' AWARENESS AND COUNSELLING NEEDS"* is a record of research work done by **Mrs. N.Christal Jeya,** Senior Lecturer, DIET, Coimbatore District, Tamil Nadu during the period **2023-2024**. Further, I also declare that this work has not been submitted either in full or in part by any other research at any institute.

Station: Coimbatore

June-2024   Signature of the Principal

ACKNOWLEDGMENT

Coimbatore
June 2024

N.Christal Jeya

CONTENTS

LIST OF TABLES

4.2.2.2.	The t-value for difference in the arts and science stream higher secondary students in assessment of CGC.	92
4.2.2.3.	The t-value for difference in the rural and urban stream higher secondary students in assessment of CGC.	94
4.2.2.4.	The f-value for difference in the different type of management of higher secondary students in assessment of CGC.	96
4.2.2.5.	The f-value for difference in the different type of socioeconomic status of higher secondary students in assessment of CGC.	98
4.2.2.6.	The f-value for difference in the different type of educational background of parents of higher secondary students in assessment of CGC.	100
4.2.2.7.	The f-value for difference in the different type of parental support in education of higher secondary students in assessment of CGC.	102
4.2.2.8.	The r- value for level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.	104

LIST OF GRAPHS

I. INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1.INTRODUCTION

"Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today." Malcolm X

Education is the basis of economic and cultural development of a state. Education for life is a holistic approach to learning that extends far beyond traditional academic subjects. It encompasses the development of essential skills, attitudes, and values necessary for individuals to thrive in all aspects of life. Rather than merely focusing on acquiring knowledge for the sake of passing exams or securing a job, education for life emphasizes personal growth, critical thinking, and the cultivation of emotional intelligence. At its core, education for life seeks to empower individuals to navigate the complexities of the modern world with confidence and resilience. It recognizes that success in life is not solely determined by one's ability to memorize facts or perform well on standardized tests, but by one's capacity to adapt to change, solve problems creatively, and build meaningful relationships.

In an education for life framework, students are encouraged to explore their passions, develop their talents, and discover their unique strengths. They are provided with opportunities to engage in hands-on learning experiences, collaborative projects, and real-world applications of knowledge. This approach fosters curiosity, self-discovery, and a lifelong love of learning. Moreover, education for life places a strong emphasis on social and emotional learning, teaching students' essential life skills such as empathy, communication, and conflict resolution. By nurturing these skills alongside academic achievement, education for life equips individuals with the tools they need to lead fulfilling and purposeful lives. In essence, education for life recognizes that the ultimate goal of education is not merely to prepare individuals for a career, but to empower them to become compassionate, resilient, and contributing members of society. It is an ongoing journey of self-discovery, personal growth, and lifelong learning that extends far beyond the walls of the classroom.

1.2.CAREER PROGRAMMES IN EDUCATION

In recent years, there has been a growing recognition of the importance of integrating career-focused programs into education systems worldwide. Traditionally, education has been primarily focused on imparting academic knowledge and skills, often leaving students unprepared for the demands of the modern workforce. However, with the rapid pace of technological advancement and shifts in the global economy, there is a pressing need to equip students with not only academic proficiency but also practical skills and real-world experience to succeed in their chosen careers.

Career programs in education aim to bridge this gap by offering students opportunities to explore various career paths, gain hands-on experience, and develop essential skills relevant to the workplace. These programs encompass a wide range of initiatives, including vocational training, apprenticeships, internships, career counselling, and industry partnerships. By incorporating career education into the curriculum from an early age, students are empowered to make informed decisions about their future careers and acquire the necessary skills to thrive in the workforce.

One of the key benefits of career programs in education is their ability to foster a seamless transition from school to work. By providing students with practical experiences and exposure to different industries, these programs enable them to develop a deeper understanding of the requirements and expectations of the workplace. Additionally, they help students identify their strengths, interests, and career aspirations, allowing them to make more informed choices about their educational and career pathways.

Moreover, career programs in education contribute to addressing the skills gap that exists in many industries. By aligning curriculum with the needs of the labour market and engaging industry partners in the educational process, these programs ensure that students graduate with the skills and competencies that are in demand by employers. This not only enhances students' employability but also strengthens the overall workforce and economy. So, it represents a fundamental shift towards a more holistic approach to preparing students for success in the 21st-century workforce. By combining academic learning with practical experience and career exploration, these programs empower students to achieve their full potential and contribute meaningfully to society. As educators and policymakers continue to recognize the importance of

career readiness, the integration of career programs into education is poised to play an increasingly pivotal role in shaping the future of learning and work.

1.2.1. CAREER AWARENESS PROGRAMMES FOR STUDENTS' DEVELOPMENT

Career awareness programs play a crucial role in the holistic development of students by providing them with the necessary knowledge, skills, and resources to make informed decisions about their future careers. These programs aim to increase students' understanding of various career options, industries, and educational pathways while fostering the development of essential career readiness skills. Here's an outline of key components and benefits of career awareness programs for student development:

1. **Career Exploration Workshops**: Career exploration workshops are interactive sessions designed to help individuals, particularly students and young professionals, explore various career options, gain insights into different industries, and make informed decisions about their future career paths. These workshops typically involve a combination of activities, presentations, discussions, and hands-on exercises aimed at helping participants identify their interests, strengths, and values while learning about the opportunities available to them in the job market. Here's an overview of key components and benefits of career exploration workshops:

i. *Self-Assessment*: Workshops often begin with self-assessment activities to help participants identify their interests, skills, personality traits, and values. Through exercises such as personality assessments, skills inventories, and values clarification exercises, participants gain a better understanding of themselves and their preferences, which serves as a foundation for exploring career options.

ii. *Exploring Career Options*: Facilitators and guest speakers from various industries provide insights into different career paths, job roles, and industries. They may share their personal career journeys, discuss trends in the job market, and highlight opportunities in emerging fields. Participants have the opportunity to learn about a wide range of professions, from traditional to non-

traditional careers, and gain a broader perspective on the possibilities available to them.

iii. ***Informational Interviews***: Participants may engage in mock informational interviews or panel discussions with professionals from different industries. This allows them to ask questions, learn about the day-to-day responsibilities of different roles, and gain firsthand insights into the realities of various careers. Informational interviews help participants gather valuable information and make informed decisions about their career paths.

iv. ***Skill Building:*** Workshops often include activities aimed at developing essential career readiness skills, such as communication, problem-solving, teamwork, and leadership. Participants may engage in group exercises, role-plays, or simulations to practice these skills in a supportive environment. Building these competencies enhances participants' employability and prepares them for success in their chosen careers.

v. ***Networking Opportunities:*** Career exploration workshops provide opportunities for participants to network with peers, guest speakers, and professionals from different industries. Networking allows participants to expand their professional contacts, build relationships with potential mentors, and learn about job opportunities that may not be advertised through traditional channels. Building a strong professional network is essential for career advancement and accessing hidden job markets.

vi. ***Goal Setting and Action Planning***: At the conclusion of the workshop, participants are encouraged to set short-term and long-term career goals based on their interests, values, and aspirations. Facilitators may guide participants in creating action plans outlining the steps they need to take to achieve their goals, such as gaining relevant experience, acquiring additional skills, or pursuing further education. Setting goals and developing action plans helps participants stay focused and motivated as they navigate their career journeys.

So, career exploration workshops provide a valuable opportunity for individuals to gain self-awareness, explore career options, develop essential skills, expand their professional networks, and create actionable plans for achieving their career goals. By empowering participants to make informed decisions about their futures, these

workshops play a crucial role in facilitating successful transitions from education to the workforce.

2. **Career Fairs and Expos**: Career fairs and expos serve as vital platforms for connecting job seekers, students, and professionals with employers, educational institutions, and industry representatives. These events are organized to facilitate networking, recruitment, and career exploration, offering a range of opportunities and benefits to participants:

i. *Job Opportunities*: Career fairs bring together employers from various industries who are actively seeking to fill job openings. Participants can explore a wide range of job opportunities, including full-time positions, internships, part-time work, and freelance opportunities. Job seekers have the chance to meet with recruiters, submit resumes, and learn about job requirements and application processes directly from hiring managers.

ii. *Networking:* Career fairs provide valuable networking opportunities for participants to connect with industry professionals, recruiters, and representatives from companies and organizations. Networking allows individuals to build relationships, exchange contact information, and learn about potential career paths and opportunities. Building a strong professional network can lead to job referrals, mentorship opportunities, and future career prospects.

iii. *Educational Opportunities*: Many career fairs also feature exhibitors from educational institutions, training providers, and professional development organizations. Participants can learn about academic programs, certifications, and training courses that can enhance their skills and qualifications. Educational exhibitors provide information about enrolment requirements, tuition fees, and financial aid options, helping individuals make informed decisions about furthering their education.

iv. *Career Development Resources*: Career fairs often offer workshops, seminars, and panel discussions on topics such as resume writing, interview skills, job search strategies, and career advancement. These sessions are led by industry experts and career coaches who provide valuable insights and practical advice to help participants navigate the job market and achieve their career goals.

Career development resources empower individuals to enhance their employability and succeed in their chosen career paths.

v. ***Industry Insights***: Participants have the opportunity to gain insights into different industries, companies, and career paths by interacting with exhibitors and attending informational sessions. They can learn about industry trends, job market demands, and skills in demand, helping them make informed decisions about their career goals and aspirations. Industry representatives may also share insights into company culture, values, and opportunities for growth within their organizations.

vi. ***Diversity and Inclusion Initiatives***: Many career fairs prioritize diversity and inclusion by featuring exhibitors and initiatives focused on promoting opportunities for underrepresented groups, including women, minorities, LGBTQ+ individuals, veterans, and people with disabilities. By fostering an inclusive environment, career fairs contribute to creating equitable access to employment and educational opportunities for all participants.

Hence, career fairs and expos play a crucial role in connecting individuals with job opportunities, educational resources, networking contacts, and career development support. These events provide a dynamic and interactive platform for participants to explore, connect, and advance their careers, making them valuable opportunities for individuals at all stages of their professional journey.

3. **Career Counselling and Guidance**: Career counselling and guidance are essential services provided to individuals to help them make informed decisions about their career paths, navigate career transitions, and achieve their professional goals. Career counsellors and advisors offer personalized support, resources, and expertise to assist clients in identifying their interests, strengths, values, and aspirations, and then develop strategies to pursue fulfilling and rewarding careers. Here are some key aspects and benefits of career counselling and guidance:

i. ***Self-Assessment***: Career counselling often begins with self-assessment activities to help individuals gain insights into their interests, skills, personality traits, and values. Through assessments such as aptitude tests, personality inventories, and values clarification exercises, clients can better understand themselves and their preferences, which serves as a foundation for exploring career options.

ii. ***Exploration of Career Options***: Career counsellors assist clients in exploring a wide range of career options based on their interests, skills, and goals. They provide information about different industries, job roles, and educational pathways, helping clients understand the requirements and opportunities associated with various careers. By exploring diverse options, clients can make more informed decisions about their career paths.

iii. ***Goal Setting and Action Planning***: Career counsellors work with clients to set clear and achievable career goals based on their interests and aspirations. They help clients identify short-term and long-term objectives and develop action plans outlining the steps needed to achieve them. By setting goals and creating action plans, clients can stay focused and motivated as they work towards their desired career outcomes.

iv. ***Decision-Making Support***: Career counsellors assist clients in making difficult career decisions, such as choosing a college major, transitioning to a new career field, or pursuing further education or training. They provide guidance, information, and support to help clients weigh their options, evaluate potential risks and benefits, and make decisions aligned with their values and goals.

v. ***Job Search Strategies***: Career counsellors offer expertise in job search strategies, resume writing, cover letter development, and interview preparation to help clients effectively market themselves to employers. They may provide tips on networking, online job searching, and leveraging social media platforms for career advancement. By enhancing their job search skills, clients can increase their chances of securing employment opportunities that align with their interests and qualifications.

vi. ***Career Transition Support***: Career counsellors assist clients in navigating career transitions, such as re-entering the workforce after a hiatus, changing careers, or transitioning to retirement. They provide emotional support, guidance, and resources to help clients cope with challenges and adapt to new professional environments. Career transition support enables clients to successfully navigate periods of change and uncertainty in their careers.

vii. ***Professional Development***: Career counsellors help clients identify opportunities for professional development and skill enhancement to further their career goals. They may recommend training programs, workshops,

seminars, or certifications that align with clients' interests and career objectives. By investing in their professional development, clients can enhance their skills, expand their knowledge, and increase their marketability in the job market.

Overall, career counselling and guidance play a crucial role in empowering individuals to make informed decisions about their careers, overcome obstacles, and achieve their professional aspirations. By providing personalized support, resources, and expertise, career counsellors help clients navigate the complexities of the job market and create pathways to success and fulfilment in their chosen careers.

4. Skill Development Workshops: Skill development workshops are interactive sessions designed to help individuals acquire, improve, and enhance specific skills that are relevant to their personal, academic, or professional growth. These workshops are typically conducted in small groups and led by experienced facilitators who provide instruction, guidance, and opportunities for practice. Skill development workshops cover a wide range of topics and can target various competencies, from technical skills to soft skills. Here are some key aspects and benefits of skill development workshops:

i. *Identifying Skills:* Skill development workshops often begin by helping participants identify the skills they need or want to develop. This may involve self-assessment exercises, goal-setting activities, or discussions about participants' interests, strengths, and career aspirations. By clarifying their skill development objectives, participants can focus their efforts on areas that are most relevant to their personal or professional goals.

ii. *Hands-on Learning*: Skill development workshops emphasize experiential learning and hands-on practice to help participants master new skills. Facilitators use a variety of instructional methods, such as demonstrations, simulations, role-plays, case studies, and group activities, to engage participants and reinforce learning. Through active participation and practice, participants gain confidence and proficiency in applying new skills in real-world situations.

iii. *Expert Guidance*: Experienced facilitators lead skill development workshops and provide expert guidance, feedback, and support to participants throughout the learning process. Facilitators share their knowledge, expertise, and best

practices, offer personalized advice, and address participants' questions and concerns. Their guidance helps participants overcome challenges, refine their techniques, and achieve their skill development goals.

iv. *Customized Content*: Skill development workshops are often tailored to address the specific needs and interests of participants. Workshop content may be customized based on participants' skill levels, learning styles, and areas of focus. Facilitators adapt the workshop curriculum, exercises, and examples to ensure relevance and effectiveness for the target audience. Customized content maximizes participants' engagement and learning outcomes.

v. *Peer Learning and Collaboration*: Skill development workshops provide opportunities for peer learning and collaboration, where participants can exchange ideas, share experiences, and learn from one another. Group activities, discussions, and collaborative projects foster a supportive learning environment where participants can benefit from diverse perspectives and collective expertise. Peer interaction enhances participants' learning experience and promotes teamwork and communication skills.

vi. *Continuous Improvement*: Skill development workshops encourage participants to engage in continuous improvement and lifelong learning. Facilitators emphasize the importance of ongoing practice, feedback, and reflection to further develop and refine skills over time. Participants are encouraged to set personal development goals, seek out additional learning opportunities, and apply their skills in different contexts to maximize their growth and effectiveness.

vii. *Measuring Progress*: Skill development workshops may include assessments or evaluations to measure participants' progress and learning outcomes. Participants may be asked to complete pre- and post-workshop assessments, self-assessments, or skill demonstrations to gauge their improvement and proficiency. Feedback from facilitators and peers helps participants track their progress, identify areas for improvement, and celebrate their achievements.

Hence, skill development workshops provide valuable opportunities for individuals to acquire new skills, enhance existing competencies, and achieve their personal and professional goals. By offering hands-on learning experiences, expert guidance, and

collaborative environments, these workshops empower participants to unlock their full potential and succeed in today's dynamic and competitive world**.**

4. **Industry Partnerships and Internships**: Industry partnerships and internships play a crucial role in bridging the gap between academic learning and real-world employment. These collaborations between educational institutions and industries provide students with practical experience, exposure to professional environments, and opportunities to apply theoretical knowledge in real-world settings. Here are some key aspects and benefits of industry partnerships and internships:

   i. *Hands-on Experience*: Internships allow students to gain hands-on experience in their chosen field by working directly with professionals in industry settings. They have the opportunity to apply classroom knowledge to real-world projects, tasks, and challenges, gaining practical skills and insights that cannot be replicated in a traditional academic setting. Hands-on experience enhances students' understanding of industry practices, processes, and standards, preparing them for future careers.

   ii. *Professional Networking*: Internships provide students with valuable networking opportunities to connect with professionals, employers, and potential mentors in their field of interest. By building relationships with industry contacts, students expand their professional network, learn about job opportunities, and gain insights into career paths and industry trends. Networking during internships can lead to job offers, references, and future collaborations.

   iii. *Industry Insights*: Internships offer students firsthand insights into industry-specific practices, cultures, and dynamics. They gain exposure to different roles, responsibilities, and career paths within their chosen field, helping them make more informed decisions about their career goals and aspirations. Interns learn about industry trends, challenges, and innovations, gaining a deeper understanding of the broader context in which their work operates.

   iv. *Skill Development*: Internships provide opportunities for students to develop and enhance a wide range of skills, including technical skills, communication skills, teamwork, problem-solving, and time management. Through hands-on projects, assignments, and interactions with colleagues, interns acquire

practical skills and competencies that are highly valued by employers. Skill development during internships enhances students' employability and prepares them for success in the workforce.

v. ***Recruitment Pipeline***: Industry partnerships often serve as a recruitment pipeline for companies seeking to hire talented and skilled individuals. By offering internships, companies have the opportunity to identify and evaluate potential candidates for future employment. Internships serve as an extended job interview, allowing companies to assess interns' capabilities, work ethic, and fit within the organization. Many interns receive job offers from their internship employers upon graduation, providing a seamless transition into the workforce.

vi. ***Mutual Benefits***: Industry partnerships and internships are mutually beneficial for both educational institutions and industry partners. Educational institutions gain access to industry expertise, resources, and opportunities to align curriculum with industry needs and trends. Industry partners benefit from fresh perspectives, innovative ideas, and talent development initiatives that internships bring. Collaborations between academia and industry foster innovation, knowledge exchange, and economic growth.

vii. ***Community Engagement***: Industry partnerships and internships contribute to community engagement and economic development by connecting educational institutions with local businesses, organizations, and industries. These collaborations strengthen ties between academia and the community, promote workforce development initiatives, and support regional economic growth. By working together, educational institutions and industry partners can address shared challenges and create opportunities for mutual benefit.

So, industry partnerships and internships play a vital role in preparing students for successful careers by providing practical experience, professional networking opportunities, skill development, and pathways to employment. These collaborations bridge the gap between academic learning and industry needs, creating valuable opportunities for students, educators, and industry partners alike.

5. __**Technology and Online Resources**__: Technology and online resources have transformed the landscape of career development and education, providing individuals with access to a wealth of information, tools, and opportunities to enhance their skills,

explore career options, and pursue their professional goals. Here are some key aspects and benefits of technology and online resources in the context of career development:

i. ***Career Exploration Platforms***: Online platforms and websites offer comprehensive resources for career exploration, allowing individuals to research different industries, job roles, and educational pathways. These platforms provide information about job duties, salary ranges, required qualifications, and career growth opportunities, helping individuals make informed decisions about their career paths.

ii. ***Skills Assessment Tools***: Online tools and assessments help individuals identify their strengths, interests, and skills relevant to various career paths. These tools may include aptitude tests, personality assessments, and skills inventories that provide personalized insights and recommendations for potential career options. Skills assessment tools empower individuals to understand their unique abilities and align them with suitable career opportunities.

iii. ***Online Learning Platforms:*** Technology-enabled learning platforms offer a wide range of online courses, tutorials, and resources to help individuals acquire new skills and knowledge. Platforms such as Coursera, Udemy, and LinkedIn Learning provide access to courses on topics ranging from technical skills to soft skills, allowing individuals to enhance their competencies and stay competitive in the job market. Online learning platforms offer flexibility and convenience, enabling individuals to learn at their own pace and on their own schedule.

iv. ***Professional Networking Sites***: Social networking sites such as LinkedIn serve as powerful tools for professional networking, job searching, and career development. Individuals can create online profiles showcasing their skills, experiences, and accomplishments, and connect with peers, colleagues, recruiters, and industry professionals. Professional networking sites facilitate job referrals, mentorship opportunities, and collaboration on projects, helping individuals expand their professional networks and advance their careers.

v. ***Job Search Platforms***: Online job search platforms provide individuals with access to thousands of job openings across different industries and sectors.

Websites such as Indeed, Glassdoor, and Monster allow individuals to search for job opportunities based on location, industry, job title, and keyword. Job seekers can upload resumes, create personalized job alerts, and apply for positions directly through these platforms, streamlining the job search process and increasing visibility to employers.

vi. ***Remote Work and Freelancing Platforms***: Technology has enabled the rise of remote work and freelancing opportunities through online platforms such as Upwork, Freelancer, and Fiverr. Individuals can find freelance projects, gigs, and remote job opportunities in various fields, including writing, graphic design, programming, and digital marketing. These platforms provide flexibility and autonomy, allowing individuals to work from anywhere and manage their own schedules.

vii. ***Career Development Resources***: Websites, blogs, podcasts, and online forums offer a wealth of career development resources, including articles, videos, webinars, and advice from industry experts and career coaches. These resources cover topics such as resume writing, interview tips, career planning, and professional growth strategies, providing individuals with actionable insights and guidance to advance their careers.

Hence, technology and online resources have revolutionized career development by democratizing access to information, networking opportunities, and learning resources. These tools empower individuals to take control of their career paths, acquire new skills, and pursue opportunities that align with their interests and goals. As technology continues to evolve, the role of online resources in career development is expected to expand, providing even greater opportunities for individuals to thrive in the ever-changing job market.

6. **Parent and Community Engagement**: Parent and community engagement play vital roles in supporting students' academic success, personal development, and career readiness. When parents and communities are actively involved in education, students benefit from a supportive network of resources, encouragement, and opportunities. Here are some key aspects and benefits of parent and community engagement in the context of career development:

i. ***Supportive Environment***: Parental involvement creates a supportive home environment where students feel encouraged to explore their interests, set goals, and pursue their aspirations. When parents show interest in their children's education and career plans, students feel valued and motivated to succeed. Parental support contributes to students' confidence, resilience, and overall well-being, which are essential for career development.

ii. ***Career Guidance and Mentorship***: Parents and community members can provide valuable career guidance and mentorship to students by sharing their own experiences, insights, and advice. Parents can help students explore different career options, research educational pathways, and make informed decisions about their future. Community members, such as alumni, professionals, and local leaders, can serve as role models and mentors, offering guidance, networking opportunities, and practical advice to students.

iii. ***Networking Opportunities***: Parent and community involvement create networking opportunities for students to connect with professionals, employers, and community leaders in various industries. Parents can leverage their professional networks to arrange job shadowing, informational interviews, and internship opportunities for students. Community events, such as career fairs, workshops, and networking mixers, provide additional opportunities for students to expand their professional contacts and learn about career pathways.

iv. ***Advocacy and Support Services***: Parents and community members can advocate for policies, programs, and resources that support career development and education within schools and communities. They can participate in parent-teacher associations, school advisory committees, and community forums to voice concerns, share ideas, and collaborate with educators and policymakers to improve career-related initiatives. Community organizations, such as nonprofits, businesses, and government agencies, can also provide support services, such as career counselling, job placement assistance, and financial aid programs, to help students succeed.

v. ***Volunteer Opportunities***: Parent and community involvement create opportunities for volunteering and community service, which are valuable for building students' skills, character, and sense of civic responsibility.

Volunteering exposes students to diverse experiences, cultures, and perspectives, enhancing their interpersonal skills, empathy, and leadership abilities. Volunteering also allows students to develop transferable skills, such as teamwork, communication, and problem-solving, which are essential for success in any career.

vi. ***Promotion of Career Awareness***: Parents and community members can play a role in promoting career awareness and exploration by exposing students to a variety of career options and educational opportunities. They can organize career fairs, guest speaker events, and job shadowing programs to introduce students to different industries, professions, and career paths. By providing exposure to diverse career options, parents and communities help students make informed decisions about their future and expand their horizons beyond traditional career paths.

The parent and community engagement are essential components of a comprehensive approach to career development. By working together, parents, educators, and community stakeholders can create a supportive ecosystem that empowers students to explore their interests, develop their talents, and achieve their career goals. Through collaborative efforts, parents and communities contribute to building a brighter future for the next generation of professionals and leaders.

So the career awareness programs play a vital role in empowering students to explore, plan, and pursue fulfilling career pathways. By providing comprehensive support, guidance, and resources, these programs contribute to students' holistic development and long-term success in the ever-evolving global workforce.

1.3. EDUCATIONAL SPECIAL SCHEMES INITIATED BY TAMILNADU GOVERNMENT

The Government of Tamil Nadu accords the highest priority to providing quality education to the citizens of tomorrow. Education is the gateway to a better future for children and it is the formative years of school education that lay the foundation for their future wellbeing. It is the primary objective of the state to provide quality, accessible and inclusive education to all its children, and to this end, the government

has provided the highest budgetary allocation of Rs.32,599.54 crore for the year 2021-22 for school education. The major objectives are

Enrolment and retention of all school age children

100% access to schools

Providing an inclusive environment

Providing quality education and improving learning outcomes

Providing necessary opportunities for students to participate in scholastic and co-scholastic activities

Implementation of the Right of Children to Free and Compulsory Education Act, 2009

The Department of School Education in Tamil Nadu has been at the forefront of implementing various educational schemes aimed at improving the quality of education and ensuring equitable access to all students. These schemes address diverse aspects such as nutrition, learning resources, transportation, and financial support, thereby creating a conducive environment for learning.

Pudhumai Penn Scheme

The Government of TamilNadu has launched Moovalur Ramamirtham Ammaiyar Higher Education Assurance Scheme to enhance the enrolment ratio of girls from Government schools to Higher Education Institutions. Through this scheme, the financial assistance of Rs. 1000/month will be provided to the girls till their completion of UG degree/Diploma/ITI/any other recognized course. The incentive amount under this scheme will be disbursed directly into the student's Bank Account.

Fig 1.3.1. Pudhumai Penn Scheme

❖ **Tamil Putalavan Scheme**

Rs.1000 will be paid directly into their bank account every month to help the students of 6th to 12th standard government schools and higher education to buy textbooks, general knowledge books and magazines to improve their education.

Fig 1.3.2. Tamil Puthalvan Scheme

❖ **Naan Muthalvan Scheme**

The primary objective of the "Naan Muthalvan Scheme" is to encourage and support students who are the first in their families to pursue higher education and obtain a degree. The scheme recognizes the challenges faced by first-generation graduates and aims to empower them to achieve their educational and career goals.

Fig 1.3.3. Naan Muthalvan Scheme

❖ **Educational Assistance Schemes**

Tamil Nadu government offers various financial assistance schemes such as scholarships, fee waivers, and educational loans to support students from economically weaker sections in pursuing higher education.

Fig 1.3.4. Educational Assistance Schemes

❖ **Model Schools**

The state government has established model schools equipped with modern facilities and infrastructure to provide quality education to students from marginalized communities.

Fig 1.3.5. Model Schools

These educational special schemes in Tamil Nadu reflect the government's commitment to promoting inclusive and quality education at all levels. It's important to note that the specifics of these schemes may evolve over time, so it's advisable to refer to the latest government notifications for the most accurate information.

1.4. OVERVIEW OF THE NAAN MUTHALVAN SCHEME

A student from Tamil Nadu is better than any other country in the world. Naan Mudhalvan is a project that shows that there is no one less worthy. The extensive Tamil Nadu Naan Mudhalvan Scheme was unveiled on March 1st, 2022 by Hon'ble MK Stalin, the state's chief minister. Every academic year around 10 lakh students from government and government aided schools complete class 12th and prepare for higher education. Although Tamil Nadu's Gross Enrolment Rate (GER) in higher education is high compared to other states, our state still has miles to go in enrolling students from government and government-aided schools into meaningful courses. With this goal in mind, Nan Muthalvan Higher Education Guidance Program was launched by the Hon'ble Tamil Nadu Chief Minister on his birthday on 1st March 2022 and implemented in government schools.

Academic counselling will be available to talented students in government-run and state-run educational institutions through this programme. This programme will help students identify their skills and give them training that will eventually enable them to

find a better career. In order to communicate effectively with the interview panel, the students will get spoken English teaching through this curriculum. Naan Mudhalvan Skill Development Portal Launched by CM

Nan Mudhalvan Scheme – The eagerly anticipated Portal has officially gone live. The TN Nan Muthalvan Skill Development Portal was unveiled by the chief minister of Tamil Nadu. On March 1, 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 Tamil Nadu government inked 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.

1.4.1. CONTENTS OF THE SCHEME'S PORTAL

❖ The portal offers training in block chain, banking, language improvement, competitive assessments, IT skills, programming, and other fields.

❖ The portal offers psychometric exams, no-cost skill development courses, and inexpensive skill-upgrading courses on cutting-edge technology. Students who are interested can go to the website at https://www.naanmudhalvan.tn.gov.in/.

❖ Student learning in robotics, machine learning, and IoT is aided by the new platform.

1.4.2. THE PURPOSE OF THE SCHEME

Nan Muthalvan Project is being implemented on behalf of the School Education Department with the objective of taking all-out efforts to increase the total enrolment ratio of Tamil Nadu from 51% to 100% in the next three years and increasing the enrolment of our students in the best colleges of the country.

It was also implemented in government aided schools. 23 lakh students will be benefited from this Project. It was launched on 1st March 2022 on the birthday of Hon'ble Chief Minister and is being implemented. How to identify higher education options of students, what are the higher education courses according to their preferences, in which colleges are such, courses in local / state / other state colleges and universities, skills development required, methods of applying for higher

education, the information provided in the said guidebook has been imparted. As individual training to 3625 teachers from 3122 schools so far on a ratio of 1:250 in each school. 3122 Head Masters of Higher Secondary Schools have also been given online orientation on what to do in schools based on Higher Education Guidelines. 194 Master Trainers and 3600 Trained Teachers, 3122 Head Masters are providing continuous training and guidance to the students every year.

Computer technology and Internet facilities are provided in every Higher Secondary school. It is in these classrooms that videos are shown for higher education guidance, students interact with experts online, and students make higher education applications. Students and faculty themselves can access higher education information through the portal (website) created for the Nan Muthalvan scheme using their EMIS passcode.

To succeed in this ambitious vision, the program is dedicated to being guided by a set of critical missions:

Duty

1. **Empowering Knowledge Seekers**:* To guide each cohort of around 23 lakh students from class 9 to 12 to make informed decisions about their higher education and career paths with the resources and guidance they need to apply the knowledge they have acquired.

2. *Early Self-Discovery:* helping students understand their own interests and abilities at an early stage, empowering them to develop strong foundational skills that will serve as the foundation of their careers in the long run.

3. *Integrating Career Guidance:* by integrating career guidance into the academic calendar from grades 9 to 12, these formative years mark the beginning of adolescence. It aims to develop social life skills, critical thinking and problem-solving skills, empowering students to make responsible decisions that shape their future.

4. *Unhindered Access to Higher Education:* Collaborate with the Department of Higher Education to facilitate monitoring and support of students until they successfully graduate and ensure that access to higher education is consistent and supportive.

The Naan Muluvan scheme is a testament to the commitment of the Government of Tamil Nadu to provide every student with the necessary facilities and opportunities to pursue their educational and professional dreams.

1.4.3. CLASSIFICATION OF HIGHER EDUCATIONS

All higher education information including medicine, engineering, arts and science courses, technical courses, law, art courses, fashion design, agriculture courses, special courses offered in central universities are taught through this program. Through the Nan Muthalvan portal, more than 500 higher education courses in 32 major fields, necessary preparations to apply for them, and details of universities and colleges offering such courses across the country have been provided.

1.4.4. THE PROCESS OF NAAN MUTHALVAN PROGRAMME

It is not only for creating awareness, but making every student apply for higher education opportunities through the Nan Muthalvan program, knowing and choosing colleges, making applications for entrance exams for such courses if there are any, students who face the entrance exams for the first time are guided by the trained teachers in the schools to gain self-confidence by conducting sample examinations with the coordination of higher education, getting admission in colleges and government schemes especially for vocational courses for government school students with 7.5% reservation for all expenses borne by the government.

1.4.5. THE ROLE OF 194 MASTERS TRAINERS

Four Resource person (2 Lecturers + 2 Senior P.G. Teachers) who have knowledge of higher education from District Institute of Education and Training (DIET) functioning in each district under State Council of Educational Research and Training (SCERT) were selected by the Principals of their respective training Institutes and sent for training at the state level. The professors who have been so trained gave training to select Teachers in schools in their respective districts and adapted the training provided by them. The Higher Education module were work closely with the schools to monitor whether the classes are held during the school hours and provide additional information to the teachers.

Kalloori Kanavu Initiative Launched

Kalloori Kanavu Initiative Launched. On June 25, 2022, MK Stalin, the chief minister of Tamil Nadu, introduced the kalloori kanavu project for career counselling. In order for pupils to continue their studies after completing their 12th grade year. Under the Nan Muthalvan programme, the kalloori kunavu initiative has been introduced to help students choose their courses, colleges, entrance tests, educational loans, and scholarships. This initiative was introduced by the government at Jawaharlal Nehru Stadium in Indore. The event has attracted over 5000 pupils from the government- and aid-funded schools.

Figure 1.4.5. Kalloori Kanavu

Higher Education Guidance Committee (Kalluri Kanavu Committee/ Career Guidance Cell) were functioning from May 6, 2023 in all Government Higher Secondary Schools in Tamil Nadu. As our students complete their 12th standard, there are many questions in their mind regarding higher education. At this time, this team is waiting with interest to provide suitable counselling to the students who have appeared in their respective schools through Career Guidance Cell - have not written, failed and passed the exam. The group will be a group of 5 people including headmaster of government schools, higher education guidance trained teacher, ex-student, SMC member, NSS student.

Students can visit the schools by contacting the Headmaster / Class Teacher and get advice on what to study, how to study, scholarship details, reservation system, how to fill college application form and how to face social/family challenges.

The primary duty of the Higher Education Guidance Cell is to prepare and apply the students for higher education with unhindered parental participation. Teacher Counsellor is the Coordinator of Higher Education Steering Committee. As per the current plan, it will run from May 6 to June 30 throughout the year. They will meet at that school for half a day.

1.4.6. MONITORING GROUP

A team of specially trained Senior lecturers / lecturers (DIET FACULTIES) for higher education guidance and the School Inspection Committee run by the Department of School Education monitoring this Cell.

The Higher Education Guidance Cell not only to create awareness, but also to make every student apply for higher education opportunities through the Higher Education Guidance Cell. Knowing and selecting colleges, making applications for entrance exams if any for such courses, conducting sample exams in coordination with higher education department to gain confidence for the students facing the entrance exams first. Trained teachers in schools are given guidance till admission in colleges and government schemes especially for vocational courses for government school students with 7.5% reservation for all expenses borne by government schemes.

1.4.7. ROLE OF NSS VOLUNTEERS

First and second year College students do National Service Scheme volunteering service to students.

NSS program students should work with higher education trained teachers in government schools to help school student's complete applications for higher education.

❖ NSS students who are so volunteering should follow the given guideline.

❖ NSS students can be provided government school students with information about various departments, college details, student scholarship schemes, and understanding of seat reservation system.

❖ To identify the students who are not going for higher education and to pave the way for higher education as per the direction of the Headmaster of the respective Government School.

❖ Students who are not in the list of NSS Volunteer students given by the college also can join in this initiative. Their information may be linked to the NSS Officer and School Education District Coordinator for their approval. After training they can sent to help schools.

❖ In case of any doubt, they can approach the respective school Teacher Counsellor. For more information contact the NSS Programme Officer for financial / material / educational assistance for the students of NSS.

❖ The NSS students can co-operate in activities for students who did not appear in the public examination and did not pass the examination.

❖ The Headmaster of the school and the Higher Education Guidance Counsellor should work together as per the guidance of the Higher Education Guidance Committee.

❖ The NSS students can approach concerned school HM and the Teacher counsellor for school attendance and fees for completing higher education forms.

❖ The NSS students and school students should not use their own laptop to fill up the form. Students should use the computer in the HiiTech lab in the school to keep their information safe. As per the present scheme they will work as volunteers only at the school level.

1.5. CURRICULUM DEVELOPMENT FOR STUDENTS UNDER THE TAMIL NADU NAAN MUDHALVAN SCHEME

This strategy also includes the provision of coding and robotics training capsules. As well as offering guidance on the student's general personal growth, food, and physical fitness, medical doctors and mental counsellors will also offer help. The strategy would include both on-site and online training options. Additionally, to implement this initiative, each school will set up a guidance bureau.

A redesigned curriculum and ongoing sessions will be made available to students in classes 11 and 12. Additionally, a mentorship programme will be put into place with the aid of alumni. To help students become ready for jobs overseas while considering the necessity, foreign language classes will be made available to them.

An independent training institution will be built both at the district and college levels. Technical schools will upgrade to meet standards set by the industry. This initiative will be run at the district level by a committee headed by the collector under the Chief Minister's direct supervision.

1.5.1. AIMS OF THE TAMIL NADU NAAN MUTHALVAN PROGRAMME

The main objective of the Tamil Nadu 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 Tamil Nadu will get the chance to participate in this programme and obtain training that will help them reach their professional goals. Thanks to this initiative, kids in Tamil Nadu will develop their independence. Additionally, this approach will improve the pupils' quality of life. With the implementation of this system, talented children will get the help they need to choose the finest career path.

1.5.2. FEATURES & BENEFITS OF THE TAMIL NADU NAAN MUDHALVAN PROGRAM

- ❖ MK Stalin, the chief minister of Tamil Nadu, unveiled the comprehensive Tamil Nadu Naan Mudhalvan Scheme on March 1st, 2022.
- ❖ Through this initiative, the government will annually give 10 lakh children in the state the skills they have to reach their potential for the welfare of the country.
- ❖ This initiative will provide academic counselling to gifted kids at state- and government-run educational institutions.
- ❖ This programme will help students identify their skills and give them training that will eventually enable them to obtain a better job.
- ❖ Through this programme, the students will be given spoken English education so they can effectively communicate with the interview panel.
- ❖ Under this concept, training capsules in coding and robotics will also be made available.

- ❖ Medical experts and mental health counsellors will also provide the kid with advice on diet and fitness as well as general personality development.
- ❖ On-site and online training will also be a part of this strategy.
- ❖ Each school will also establish a guidance office to carry out this initiative.
- ❖ For students in classes 11 and 12, there will be continuing sessions with a diversified curriculum offered.
- ❖ There will also be a mentorship programme run by alumni.
- ❖ Foreign language teaching would be provided to students in order to assist prepare them for job overseas while keeping the need in mind.
- ❖ At the district and college levels, separate training facilities would be built.
- ❖ The Technical Institute must advance if it is to meet industry norms.
- ❖ A committee led by the collector and working directly under the Chief Minister would oversee this project at the District level.

1.5.3. PROCEDURE TO APPLY UNDER TAMIL NADU NAAN MUDHALVAN SCHEME

Here are the steps to apply for the Tamil Nadu Nan Mudhalvan scheme:

1. Visit the official website of the Tamil Nadu government.
2. Click on the "Naan Mudhalvan Scheme" link.
3. Read the eligibility criteria and other details carefully.
4. Fill in the application form with the necessary details.
5. Upload the required documents.
6. Submit the application form.

1.5.4. HOW TO LOGIN TO THE NAAN MUDHALVAN SCHEME PORTAL

Figure 1.5.4. Login to the Naan Mudhalvan Scheme Portal

❖ STEP 1: Visit the official website at https://www.naanmudhalvan.tn.gov.in/
❖ STEP 2: At the homepage, the login section at naanmudhalvan.tn.gov.in website will open
❖ STEP 3: You must create a login id and password to utilise it fully!

Tamil Nadu Naan Mudhalvan Scheme: Get Details about Courses

❖ Visit the official website of the TN Nan Mudhalvan Scheme
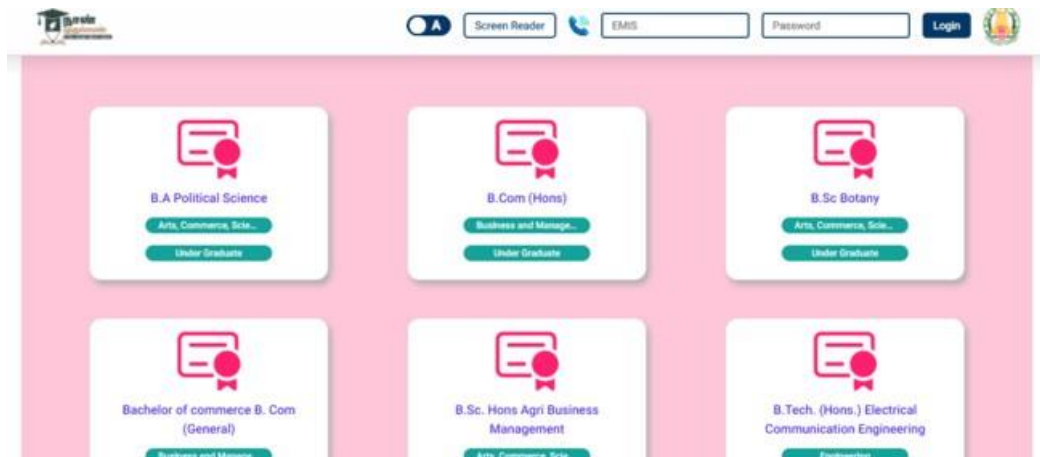
o The home page will load before you
o Your home page will navigate you to courses
o A list of all the courses will appear on your screen

Tamil Nadu Nan Mudhalvan Scheme: Get Details about Colleges

Go to the official website of the Naan Mudhalvan Scheme

On the homepage, you are required to click on colleges

After that, you have to click on view all

A list of all the colleges will appear on your screen

You have to click on the option of your choice
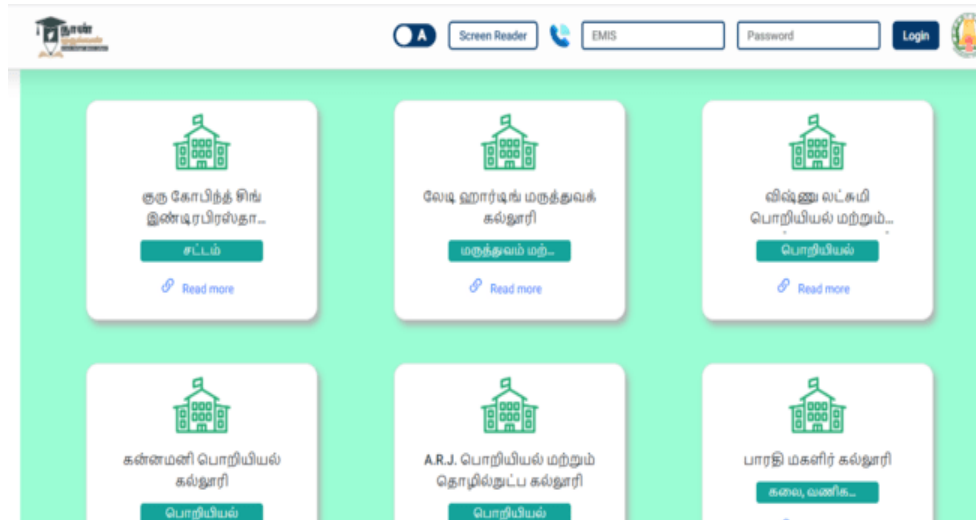
Tamil Nadu Naan Mudhalvan Scheme: Get Details About Entrance Exam

Tap the official website of the Nan Mudhalvan Scheme

On the homepage, you are required to click on the entrance exam

After that, you have to click on view all

A list of all the entrance exams will appear on your screen
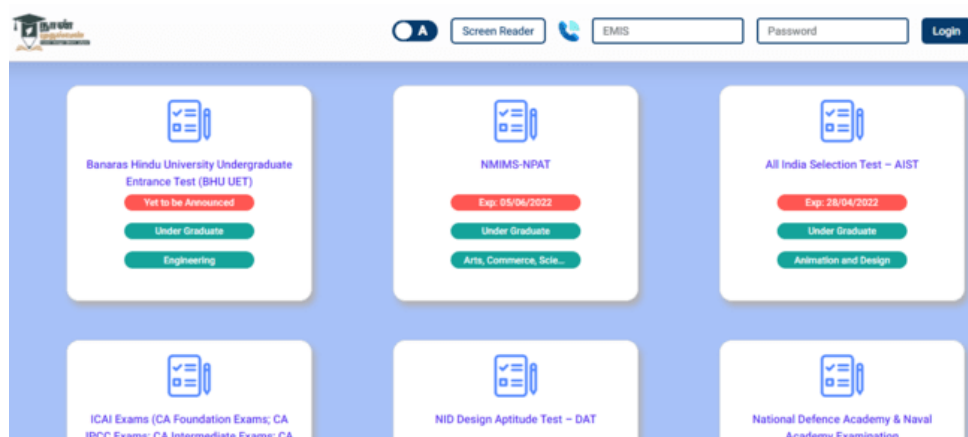
You have to click on the option of your choice

You will get details about the entrance exam will be on your computer screen

Tamil Nadu Naan Mudhalvan Scheme: Get Details about Scholarships

Visit the official website of the Tamil Nadu Nan Mudhalvan Scheme

Now you are required to click on scholarships

After that, you have to click on view all

A list of all the scholarships will appear before you check scholarship details
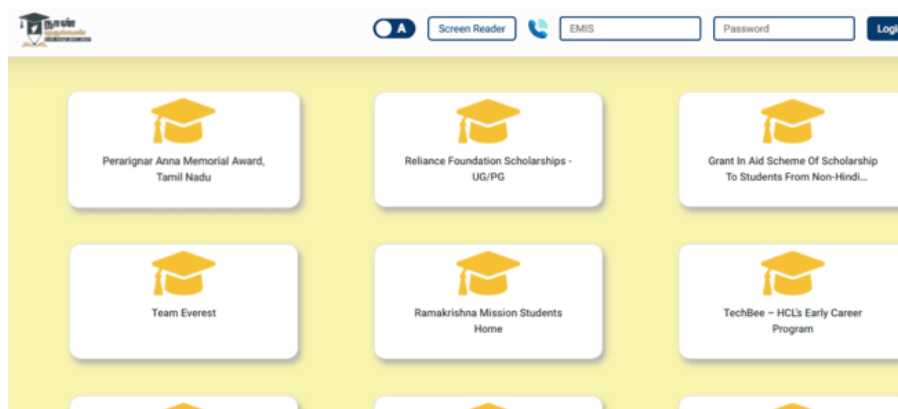
You have to click on the option of your choice

Procedure to Get Details of Careers

Here are the steps to get details of careers under the Nan Mudhalvan scheme:

Visit the official website of the Tamil Nadu government.

Click on the "Naan Mudhalvan Scheme" link.

Select the "Careers" option.

Choose the relevant category for which you want to know the details.

The details of the available careers will be displayed.

Tamil Nadu Nan Mudhalvan Scheme: Get Details About Educational Loan

Visit the official website of the Tamil Nadu Naan Mudhalvan Scheme

On the homepage, click on education loans

The redirected page will guide you required information

Anyhow this Naan Mudhalvan scheme is a student upskilling initiative aiming for equality in quality and its eligibility. It allows online study access to different foundation courses. Therefore, this scheme will let the students of Tamil Nadu to go for higher studies as well as apply for any skilled courses without any worry of financial circumstances.

1.6. NEED AND SIGNIFICANCE OF THE STUDY

The study on career guidance cells is imperative due to the multifaceted challenges individuals face in navigating today's complex job market. In an era marked by rapid technological advancements and shifting economic landscapes, career uncertainty looms large, making informed decision-making crucial. Understanding the efficacy of career guidance cells is paramount in enhancing student success, as these institutions play a pivotal role in aligning academic pursuits with career aspirations. By assessing the counselling needs of students and evaluating the services offered by career guidance cells, the study aims to tailor support mechanisms to address these needs effectively. Moreover, by examining awareness levels among students and barriers to accessibility, the research seeks to enhance outreach efforts and ensure equitable access to career guidance services. By assessing the functioning and effectiveness of career guidance cells, the study aims to inform policy and practice, facilitating the development of evidence-based interventions to strengthen career guidance initiatives at institutional and governmental levels. Furthermore, the study contributes to academic scholarship by generating new insights in the field of career development and counselling, ultimately fostering interdisciplinary collaboration and advancing equitable career guidance services for individuals worldwide.

1.7. STATEMENT OF THE PROBLEM

The study is entitled "**Career Guidance cells : An assessment of the functioning, usefulness , students awareness and counselling needs**"

1.8. SCOPE OF THE STUDY

The study's scope is a comprehensive examination of career guidance cells operating within educational institutions, with a particular focus on their functionality, effectiveness, students' awareness, and counselling needs. It encompasses an in-depth

analysis of the resources, services, and support mechanisms provided by these cells to assist students in making informed decisions about their careers. This investigation extends to assessing the extent to which career guidance cells facilitate career exploration, enhance essential employability skills, and cater to the diverse needs of students.

Additionally, the study aims to evaluate students' awareness levels regarding the existence and accessibility of career guidance services. Understanding students' perceptions and knowledge about these resources is crucial for identifying any gaps in awareness and addressing potential barriers to access. By identifying these barriers, the study seeks to propose strategies for improving outreach efforts and ensuring equitable access to career guidance services for all students.

Moreover, the research will delve into the effectiveness of counselling services offered by career guidance cells in addressing students' career-related concerns. This includes examining the types of counselling services available, the frequency of utilization by students, and the impact of counselling on their career decision-making processes. Understanding students' counselling needs and preferences will inform the development of tailored interventions aimed at providing effective support and guidance.

Furthermore, the study aims to offer insights into best practices and recommendations for enhancing the functioning and impact of career guidance cells within educational settings. By identifying areas for improvement and proposing actionable strategies, the research seeks to contribute to the continuous enhancement of career development initiatives in educational institutions.

So, the scope of this study encompasses a comprehensive examination of career guidance cells, ranging from their functionality and effectiveness to students' awareness levels and counselling needs. By addressing these key aspects, the research aims to contribute to the optimization of career guidance services, ensuring that students receive the support they need to make informed decisions about their academic and professional futures.

1.9. OPERATIONAL TERMS OF THE STUDY

The operational definitions for each term:

- **Career Guidance Cells:** Career guidance cells refer to dedicated units or departments within educational institutions that offer resources, services, and support mechanisms aimed at assisting students in making informed decisions about their career paths and professional development. These cells typically provide guidance on career exploration, skill development, job search strategies, and academic planning, among other related services.

- **An Assessment:** An assessment involves the systematic process of gathering, analyzing, and evaluating data or information to gain insights, make judgments, and draw conclusions about a particular subject, phenomenon, or situation. It may include various methods such as surveys, interviews, observations, or examinations to measure or determine the characteristics, effectiveness, strengths, weaknesses, or needs associated with the subject under consideration.

- **Functioning:** Functioning refers to the operational performance, effectiveness, and efficiency of a system, organization, or entity in carrying out its intended tasks, responsibilities, or objectives. It involves assessing how well the components or processes within the system work together to achieve desired outcomes and whether they meet established standards or expectations.

- **Usefulness:** Usefulness denotes the degree to which something, such as a service, resource, or intervention, is beneficial, practical, or valuable in addressing a specific need, problem, or goal. It involves evaluating the extent to which the intended users find the item or activity helpful, relevant, and applicable to their circumstances or objectives.

- **Students Awareness:** Students' awareness refers to the level of knowledge, understanding, or consciousness that students possess regarding a particular subject, issue, or resource, such as career guidance services. It encompasses their familiarity with available resources, services, opportunities, and potential challenges related to career planning and development.

- **Counselling Needs:** Counselling needs pertain to the specific requirements, concerns, or challenges tha individuals, in this case, students, have in relation

to their personal, academic, or career development. These needs may include areas such as decision-making, goal setting, skill development, coping with challenges, exploring career options, or seeking support for emotional well-being. Identifying counselling needs involves understanding the specific issues or areas where individuals require guidance, assistance, or intervention from trained counsellors or advisors.

1.10. OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To find out the level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students
- To find out the significant difference level of assessment of Career Guidance Cells (CGC) among selected higher secondary students with regard to background variables.

Background Variables: (Gender, Stream and Locality)

- To find out whether there is any significant association between level of assessment of Career Guidance Cells (CGC) among selected higher secondary students with regard to background variables.

Background Variables: (Type of Management, Socio economic status, Educational Background and Parental support in Education)

- To find out whether there is any significant correlation level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.
- To find out the level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Gender, Type of Management and Locality)

- To find out the significant difference level of assessment of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Gender and Locality)

- To find out whether there is any significant association between level of assessment of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Type of Management)

- To find out whether there is any level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC

1.11. HYPOTHESES OF THE STUDY

The hypotheses framed for the present study is as follows:

- There is no significant difference between male and female higher secondary students in assessment of CGC.
- There is no significant difference between arts and science stream higher secondary students in assessment of CGC.
- There is no significant difference between rural and urban higher secondary students in assessment of CGC.
- Ho9: There is no significant association between type of management of higher secondary students in assessment of CGC.
- There is no significant association between socio economic status of higher secondary students in assessment of CGC.
- There is no significant association between educational background of parents of higher secondary students in assessment of CGC.
- There is no significant association between parental support in education of higher secondary students in assessment of CGC.

- There is no correlation between level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.

1.12. DELIMITATIONS OF THE STUDY

Broadly speaking, any study is impossible without limitation. Research studies in general will have limitations due to many factors. This study too has some limitations. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. The limitations such as Shortage of time and Lack of resource are unavoidable in the present study.

The study has the following delimitations,

1. The investigation is delimited to the selected schools in Coimbatore district

2. The sample was limited to 300 students – studying in standard XII students of selected schools only.

3. The study was confined to the selected Corporation, Government, Municipality and Government Aided Schools only

4. The research project was based on Survey Method only

1.13. CONCLUSION

The chapter includes the introductory part, need for the study, statement of problem, operational and functional definition of the terms, objectives of the study, hypotheses, scope of the study and limitation. The review of related literature of the study is discussed in the next chapter (Chapter II)

II REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Effective research builds on existing knowledge, and reviewing related studies helps minimize duplication, provides a basis for framing relevant hypotheses, and offers useful proposals for significant investigations. The literature review enhances understanding of the problem, its conclusive aspects, and contributes to the scholarship of the investigation. This review focuses on the impact of career guidance cells in schools.

The current study aims to examine the impact of career guidance cells in higher secondary schools among XII standard students. It involves assessing the functioning, usefulness, student awareness, and counselling needs. Systematic research embraces creative thinking but rejects mere guessing and imagination in reaching conclusions. Therefore, researchers must identify the problem and investigate prior work on similar issues to support new research. For this purpose, relevant materials were collected from libraries, the Internet, journals, published articles, and research abstracts. Many studies comparing multimedia education to face-to-face education have focused on learning outcomes and levels of interaction.

The literature review involved consulting numerous research and theoretical articles related to multimedia learning. It concludes with a summary and discussion of the implications of the cited literature. The themes that emerged from the review were used in the study, with the main theme being the assessment of career guidance cells' functioning, usefulness, student awareness, and counselling needs.

This chapter compiles related literature from studies conducted in India and abroad. It presents a brief summary of these studies under two headings: studies conducted in India and those conducted abroad. The chapter concludes with a comparative analysis of these studies.

2.2. NEED FOR REVIEW OF RELATED LITERATURE

The survey of literature is a crucial aspect of the planning of the study and the time spent in such a survey invaluably a wise investment. The present chapter deals with the collection of a brief summary of related literatures from India and abroad.

Review of the related literature, allowing researcher to acquaint with current knowledge in the field of research, also serve many other purposes which are relevant and useful in the research work. There are good reasons for spending time and effort on review of the literature before embarking on a research project.

These reasons include:

- ❖ to identify gaps in the literature
- ❖ to avoid reinventing the wheel (at the very least this will save time and it can stop you from making the same mistakes as others)
- ❖ to carry on from where others have already reached (reviewing the field allows you to build on the platform of existing knowledge and ideas)
- ❖ to identify other people working in the same fields (a researcher network is a valuable resource)
- ❖ to increase the breadth of knowledge of the subject area
- ❖ to identify seminal works in the area
- ❖ to provide the intellectual context for the own work.
- ❖ to put the work into perspective
- ❖ The other uses of review of related literature in a research work are as follows:
- ❖ To detect the limits of the field of study.
- ❖ To create ideas, theories, explanation on hypothesis valuable in formulating the problem.
- ❖ To avoid unintentional duplication of well-established findings.
- ❖ To understand the methodology which refers to the way the study is to be conducted.
- ❖ To locate comparative data useful in the interpretation of results.
- ❖ To know about the recommendations of previous researchers listed in their studies for further research.

As far as the literature review process goes, ultimately the goal for students is to complete their review in the allocated time and to ensure they can maintain currency in their field of study for the duration of their research. Moreover it helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies and to provide insight into statistical methods. The present review has been made from both Indian and abroad research studies.

Therefore, in order to prepare a base to define the problem precisely, making comparisons with similar investigations and meaningful interpretation of data, the investigator studied the related literature extensively. There are several studies related to the field of special education pertaining to teacher self-efficacy and career decisions. The investigator suitably located the related studies and the details of the above studies are presented below.

2.3. STUDIES CONDUCTED IN INDIA AND ABORD

- **Herdi (2023)** investigated the effectiveness of the guidance and counselling program at Kartika VIII-1 High School in fostering career maturity among class XII students. This study emphasized the importance of career guidance in helping students understand themselves, explore career options, and plan their futures. Using a descriptive quantitative approach with 31 respondents, the findings revealed that 38.7% of students were highly prepared for career decision-making, 58.1% had medium preparedness, and 3.2% were poorly prepared. These results indicate that while the majority of students benefit from the program, a small percentage still require additional support. The study underscores the critical role of comprehensive career guidance programs in secondary education and highlights the need for continuous assessment and targeted interventions to ensure all students are equipped with the necessary skills and confidence to make informed career decisions and successfully navigate their future career paths.

- **Fiandra et al. (2022)** evaluated the Career Guidance Service Program at SMK Negeri 3 Pariaman to assess its effectiveness in helping students make informed career choices. Despite the ideal goals of such programs, the actual conditions often fall short. This study utilized the Kirkpatrick model, which examines four components: Reaction, Learning, Behavior, and Results. A mixed-method approach was employed, with quantitative data collected via questionnaires and qualitative data gathered through interviews, observation, and documentation. The findings indicate that the program is generally effective, with all components functioning well. However, there is room for improvement, particularly in the Reaction and Behavior components. The research highlights

the importance of continuous evaluation and enhancement of career guidance services to ensure they effectively support students in becoming future professionals.

- **Le Thi Hoai Thuong (2023)** conducted a study on the organizational management of experiential and career guidance activities in high schools, highlighting the critical role of supervision. Through both theoretical and practical research, the study clarified the viewpoints and duties of supervision in these educational activities. Consequently, a set of criteria for monitoring experiential and career guidance activities was developed and proposed for practical application. This criteria set aims to enhance management efficiency, support comprehensive education, and develop students' quality and capacity in line with the 2018 General Education Program. Although the criteria's development and application are relatively new to Vietnamese education and influenced by various factors, they are expected to significantly improve the organization and management of experiential and career guidance activities.

- **Alberto et al. (2022)** explored the achievements of graduates from a state university and college in Region III, Philippines, aiming to inspire students and inform career guidance programs. Through descriptive phenomenology and purposive sampling, 11 participants were selected based on specific criteria, and data were collected via open-ended questionnaires. The study revealed that excellence in their fields necessitates ongoing training, learning, and values, despite challenges like low self-esteem, poverty, and high expectations. The rewards include passing licensure exams, receiving awards, promotions, and starting businesses. Additionally, outstanding graduates engage in community service, aiding the needy, and inspiring others. The findings recommend integrating employability and serviceability into career guidance programs and suggest inviting successful alumni to motivate current students. Further research on outstanding graduates in different locales is advised for a more comprehensive understanding of success factors.

- **Fitri and Hasibuan (2023)** explore career guidance services at SMAN 4 Tebing Tinggi to enhance students' motivation for tertiary education. Employing a qualitative approach with analytical descriptive methods, data were collected via observation, interviews, and documentation studies, then analyzed using data reduction techniques. Findings reveal that most class XII students exhibit strong motivation for tertiary education, although some opt for entrepreneurship due to family economic constraints. Alumni-led information services provide insights into higher education options, helping students choose programs aligned with their talents and interests. This fosters a positive outlook on pursuing higher education, empowering students to make informed career decisions post-graduation with a sense of satisfaction and responsibility. The study underscores the importance of tailored career guidance in facilitating students' educational and career pathways.

- **Jiri Votava and Jitka Jirsakova (2021)** address the unequal distribution of career guidance support in Czech schools, particularly highlighting the lack of assistance for students in secondary vocational schools. Their study aims to rectify this disparity by proposing and piloting a new career education, counselling, and training program in three vocational schools. Through action research, they collect and evaluate experiences from school practices to inform program development. The study consists of three phases: a baseline analysis utilizing mixed data resources, proposal of a new career guidance program, and testing the program in three vocational schools from 2019 to 2020. Action research methodology enables evidence gathering and identification of the benefits of the new counselling activities. Recommendations for further improvement and implementation of career guidance and education in secondary vocational schools are made based on the study's findings. This research underscores the importance of equitable access to career guidance across all educational levels and highlights the need for targeted interventions to support students in vocational tracks, ultimately aiming to enhance their prospects for successful transitions into the workforce.

- **Laura, David, Truța, Cazan, Albisser, and Keller-Schneider (2020)** investigated the effectiveness of the JOBS career counselling intervention program in improving students' employability-related knowledge and skills. Implemented as an elective subject for lower secondary and secondary education, the study employed a Solomon design and collected data from 1737 students over one academic year. Findings indicated no significant interaction between treatment and pre-test for self-assessed skills, although a small but significant effect was observed for self-assessed knowledge. However, the pre-test's simple effect was not significant. The study concluded that while the intervention effectively enhanced students' knowledge and skills relevant to career decisions, the pre-test did not independently contribute to improved outcomes. The research highlights the potential of career counselling interventions to positively impact students' readiness for the workforce. However, it also underscores the importance of considering various factors, such as the timing and setting of interventions, for optimal effectiveness. Future studies might explore alternative methodologies or settings to further enhance the impact of career guidance programs in schools.

- **Nahla Helmy and Michael Magdi Zaki (2019)** propose a tailored career guidance program for Egyptian tourism and hotels high institutes to assist students in making informed career choices. The study aims to develop a recognized policy for career guidance, particularly after the introduction of a new study plan in 2017/2018. A field survey was conducted in three high institutes, considering geographical distribution, with 142 valid questionnaires received from 170 distributed among students. Additionally, interviews were conducted with 12 academic staff members from various specialties. Based on input from reputable international academic associations and feedback from the academic staff, a suggested career guidance model was developed. Results indicate a clear need for career guidance programs in Egyptian tourism and hotels high institutes to facilitate students' specialty selection and career decision-making processes. Recommendations include implementing mandatory career guidance programs endorsed by the Ministry of Higher

Education, establishing career guidance units involving industry stakeholders, and incorporating online career guidance activities, counselling sessions, quality standards, and sustainable development practices.

- In their article, **Fedulova, Loginova, and Kotov (2022)** delve into the organization and execution of vocational guidance activities for secondary school students and those in secondary vocational education amidst the digitalization of education. They analyze an innovative approach employed in the federal project "University shifts 2022," which involves immersing participants in the educational process at the Russian State Vocational Pedagogical University. The article highlights the distinctive features of this approach and emphasizes the design of interactive events as an effective method for organizing career guidance work. By utilizing interactive methods, the article suggests that career guidance events can vividly illustrate the content of future professional activities, introduce the university training system's intricacies, and aid applicants in self-determination. Moreover, the innovative practice showcased in the article is deemed applicable to other educational institutions and training centers, serving as a means to promote educational programs, enhance motivation for educational pursuits, and foster conscious career decision-making among students.

- **Eva Gajdosova (2019)** presents a detailed examination of the Career Guidance Program PROFTEENS implemented in an inclusive school in Bratislava, Slovakia. The study provides insights into the forms and methods utilized by counsellors and school psychologists in their work with both mainstream students and those with special needs. The article outlines the benefits of the PROFTEENS program for students, highlighting its role in aiding career decision-making and self-discovery. Additionally, the study underscores the advantages for school psychologists and counsellors, noting how the program supports their efforts in providing tailored career guidance and fostering an inclusive educational environment. This research underscores the importance of specialized career guidance programs in inclusive settings to meet diverse student needs effectively.

- **Aisyah, Halimah, Berliana, Kusumah, and Zahra (2019)** conducted a study on the management of student career guidance at State Vocational School 2 in Bogor City, focusing on the key functions of planning, organizing, implementing, and supervising career guidance programs to enhance the quality of graduates. Utilizing a qualitative approach and case study method, the researchers gathered data through observation, interviews, and documentation, and validated their findings using data triangulation, as well as technical and time credibility tests. The study revealed that career guidance planning is systematically conducted at the beginning of the school year during agency meetings. The organizing aspect involves a dedicated team of personnel, each assigned specific duties and various functions to ensure comprehensive support for students. Implementation of the career guidance programs generally proceeds as planned, incorporating both classical and individual guidance methods, although some obstacles were noted. Evaluation of these programs is conducted by the principal at the end of the school year to assess effectiveness and inform the development of future programs. This structured approach to career guidance management aims to systematically improve the quality of graduates by ensuring that career guidance activities are well-planned, effectively organized, properly implemented, and thoroughly evaluated. The study underscores the importance of a robust career guidance framework in vocational education to support students in their career planning, development, and problem-solving efforts.

- The study conducted by **Musteata, Holman, and Zaharia (2023)** evaluates the effectiveness of an online intervention program aimed at reducing career decision-making difficulties among 11th grade students in Chişinău, Moldova. Utilizing a test-retest design with both experimental and control groups, the research focused on addressing difficulties arising from lack of information, lack of readiness, and inconsistent information. The intervention, consisting of seven online sessions, commenced at the beginning of the COVID-19 lockdown in 2020. Participants included 13 students in the experimental group, who attended at least six sessions, and 18 students in the control group. Career decision-making difficulties were assessed using the Career Decision-Making Difficulties Questionnaire (CDDQ) by Gati and Osipow (2000). The results demonstrated

significant improvements for the experimental group in terms of reduced career decision-making difficulties due to lack of readiness (F(1, 29) = 16.388, p = 0.000) and lack of information (F(1, 29) = 16.925, p = 0.000). Specifically, the experimental group showed a significant reduction in lack of readiness at the retest (Mretest = 4.02) compared to the initial test (Mtest = 5.36) and compared to the control group at retest (Mretest = 4.04). Similarly, the experimental group scored lower on the lack of information scale at retest (Mretest = 3.5128) compared to the initial test (Mtest = 5.5192). However, there were no significant changes observed in difficulties caused by inconsistent information between assessment times (F(1, 29) = 2.273, p = 0.142) or between the groups (t(29) = 0.43, p = 0.67). The study concludes that the online intervention was effective in enhancing students' readiness and informational clarity regarding career decisions, underscoring the potential of online career guidance programs during periods of disrupted traditional schooling.

- The American School Counsellor Association (ASCA) identifies three primary domains essential for a comprehensive school counselling program: academic development, social/emotional development, and career development. In their chapter, **Julie A. Cerrito and Richard Joseph Behun (2020)** focus on the career development needs of PK-12 students, highlighting the significant gap in career development within school systems compared to the other domains. The authors emphasize the importance of addressing career development during the formative years of elementary, middle, and high school. To bridge this gap, the chapter suggests several online career guidance systems that school counsellors and educators can utilize. These systems can be accessed independently by students or in collaboration with educators, thus enhancing the career guidance and planning process. By integrating these online tools into the school counselling program, educators can better meet the career development needs of students, ensuring a more balanced and comprehensive approach to their overall development.

- The research conducted by **Indri Astuti (2019)** at Pontianak 3 State Senior High School aims to explore both the factual and conceptual designs of career

guidance program preparation. The study surveyed sixty twelfth-grade science students and two guidance and counselling teachers, utilizing questionnaires for quantitative data and interviews for additional insights. The data analysis revealed that most of the assessment needs were met at a high level. However, guidance and counselling (BK) teachers highlighted deficiencies in the current factual model, specifically noting the lack of involvement from the principal, homeroom teachers, and subject teachers in the preparation of the BK program. This gap underscores the necessity for a conceptual design that incorporates these key stakeholders in the development process. The findings suggest that a more collaborative approach involving principals, homeroom teachers, and subject teachers is essential for the effective preparation of career guidance programs, ensuring a more comprehensive and inclusive model.

- Modern career guidance at universities faces significant challenges due to increased competition for applicants. This necessitates a reassessment of career guidance strategies to attract and retain students. Universities must position themselves as central hubs for career guidance, collaborating with various stakeholders such as parents, employers, and schools. The research by **Andrey V. Prokhorov and Tamara G. Pyadysheva (2020)** examines this issue through a level model of career guidance, which includes the university, institute/faculty, department, and specific educational programs. Focusing on the "Advertising and Public Relations" program at Derzhavin Tambov State University, the study highlights the university's proactive career guidance initiatives. The "School of the Young Advertiser" project, for example, provides lectures and master classes from both educators and industry practitioners to popularize careers in advertising and public relations among school and college students. Additionally, the regional project "Professions in Detail" offers ninth-grade students professional tests like "Advertiser – Profession of the 21st Century" and "Modern PR Player," designed to give students a hands-on understanding of these professions. This comprehensive approach not only helps students make informed career choices but also enhances the university's appeal by showcasing its commitment to career readiness.

- The research conducted by **Sri Tutur Martaningsih (2018)** focuses on the evaluation of career guidance programs in vocational high schools. The study highlights the significance of career success, which involves achieving self-actualization in one's chosen career path by understanding strengths, weaknesses, suitability, readiness, and career development. Vocational high school students are typically prepared for immediate employment, but as adolescents, they still face the developmental challenge of identity search and often lack a career-focused mindset. Therefore, they require intensive career guidance to build career readiness and maturity. Martaningsih's study employs a qualitative approach through surveys, interviews, and literature reviews to assess the quality, weaknesses, and obstacles of existing career guidance programs. The evaluation aims to provide feedback for continuous improvement, ensuring that the guidance services effectively support students' career development. By selecting relevant evaluation models tailored to the characteristics of career counselling programs, the study seeks to optimize feedback and enhance the effectiveness of career guidance services in vocational high schools.

- The career and placement unit in schools is a crucial component of the guidance program, designed to prepare students for future careers. Career counselors provide services to help students identify their interests and showcase their strengths and capabilities. **Judilyn G. Buraga and Rosalia T. Caballero (2018)** conducted a study to identify the impact of the career guidance program on the employability of graduates from Isabela State University. The study aimed to analyze the effectiveness and relationship between the career guidance program and graduate employability. Using convenience sampling, the study included 1,169 respondents from the Angadanan, Cabagan, and Cauayan campuses. The ASCA National Standards for career development and the CHED tracer study questionnaire were employed to assess employability. The study utilized various statistical tools, including Frequency, Percentage, Mean, Pearson-r, Eta Coefficient, Chi-Square, F-ratio, and one-way ANOVA. The results indicated significant differences in the effectiveness of the career guidance program and employability across the three campuses. Key employability metrics such as waiting time for the first job, employment status, gross monthly income, present

occupation, and place of work varied significantly among campuses. However, no significant correlation was found for the number of jobs since graduation, nature of work, number of employees in the current company, and length of service in each job. The study concluded that the career guidance program at Isabela State University significantly contributed to the employability of its graduates at the 0.05 level.

- **John McCarthy and Tibor Bors Borbély-Pecze (2021)** delve into the intricacies of public policy formation and implementation concerning career guidance provision, highlighting its complexity within the broader realms of education, employment, and social inclusion legislation. They emphasize that career guidance often occupies a peripheral role in legislative frameworks, leading to compromises in policy solutions. Regulations and economic incentives serve as primary policy instruments, yet discrepancies may arise between regulatory intentions and the incentives provided for implementation. The authors note the significant influence of intermediary organizations in shaping policy outcomes, introducing variability to policy effects. Moreover, international bodies and organizations have demonstrated keen interest in career guidance within education and employment policies, offering policy reviews, recommendations, and economic support. However, they underscore a lack of evaluation studies at the national level, highlighting a gap in understanding the efficacy of policy formation and implementation.

- **Hartono and Soedarmadji (2018)** address the challenge faced by senior high school students in making informed career choices by proposing a computer-based career guidance application program. The research aims to develop a solution that enhances students' self-knowledge, career knowledge, and independence in career decision-making, while meeting the criteria of utility, feasibility, and accuracy. Using a development model adapted from the Dick and Carey model, the research progresses through three stages: pre-development, development, and post-development. Through this systematic approach, the researchers aim to ensure the effectiveness and practicality of the proposed computer-based career guidance application. The results of the study

48

demonstrate that the developed application program successfully meets the criteria of utility, feasibility, and accuracy, achieving an average score in the "very good" category. This indicates that the program is well-suited to address the needs of senior high school students and aligns with advancements in science and technology. The development of the computer-based career guidance application program represents a positive response to the evolving demands of students and the educational landscape. By providing a user-friendly and informative platform, the program seeks to empower students in making informed career choices and navigating their future pathways effectively.

- **Amirullah (2017)** underscores the importance of employability skills for Vocational High School (SMK) students in preparing them for the world of work. Employability skills, defined as non-technical skills essential for employment, play a crucial role in supporting individuals' career development and enhancing workplace productivity. The author highlights the elements of employability skills outlined by the International Labour Organization (ILO), which encompass basic skills such as communication, thinking skills like problem-solving and innovative thinking, and affective skills including responsibility, positive attitude towards work, and interpersonal skills. Given the significance of these skills, the paper emphasizes the need for career guidance programs tailored to SMK students to develop their employability skills effectively. Such programs aim to equip students with the necessary competencies and attributes sought by employers, thereby enhancing their prospects for successful entry into the workforce. By providing guidance on various aspects of employability skills development, including communication, problem-solving, teamwork, and self-management, these programs empower SMK students to become more competitive and adaptable in today's dynamic job market. Overall, the paper advocates for the implementation of comprehensive career guidance programs that focus on enhancing employability skills among SMK students, thereby better preparing them for future employment opportunities and career success.

- **Netala (2018)** highlights the pressing need for effective guidance and career counselling programs at the secondary schooling level. The author underscores

that a significant number of students enter colleges and universities without proper career planning, leading to mismatched career choices and underutilization of human potential. The paper emphasizes that without adequate planning, students may find themselves in ill-suited academic and professional paths, resulting in inefficiencies and wastage of human resources. The analogy of "round pegs in square holes and square pegs in round holes" vividly illustrates the consequences of mismatched career choices. In light of the continuously evolving demands of society, the author argues that a well-organized guidance program is essential for students to navigate the complexities of the changing landscape effectively. Without such guidance, students may struggle to adapt and thrive in an ever-changing society. Overall, the paper advocates for the implementation of comprehensive guidance and career counselling programs at the secondary schooling level to support students in making informed decisions about their future academic and professional paths. By providing guidance across various aspects of development, such programs aim to ensure the harmonious development of students as they transition into adulthood.

- **Xiong (2022)** conducted a study focusing on the guidance programs for first-year college students at Guangdong Peizheng College (GPC) in Guangdong Province, China. The research aimed to explore the effectiveness and relevance of the guidance and counselling programs in assisting students with career planning, education, and employment preparation. The study involved 357 freshman students currently enrolled at GPC, who were surveyed to assess their satisfaction with the guidance programs. Additionally, 12 guidance counsellors, including the school director, participated in focused-group discussions to provide qualitative insights into the effectiveness of the programs. Using a convergent parallel design mixed method, the research combined quantitative and qualitative data to comprehensively evaluate the guidance programs. The results indicated that Chinese freshman students expressed satisfaction with the various aspects of the guidance programs offered by the school. The guidance counsellors were noted for their ability to provide students with comprehensive academic support, career mentoring, and guidance. However, the study also identified areas for improvement and innovation in the guidance program. It

emphasized the need for additional support and resources to enhance the development of both students and guidance counsellors. The findings of the study provide empirical evidence supporting the proposal for an improved school-based guidance program, aiming to further enhance the effectiveness of guidance services implementation.

- **Surendra, Rathod, and Gharpure (2016)** conducted a study aimed at evaluating the effectiveness of a career guidance program implemented in the electronics engineering department. The authors hypothesized that students would benefit from appropriate motivation and mentoring to pursue careers in their chosen paths, leading to improved academic performance and achievements. The primary objective of the study was to facilitate students' successful transition into their chosen careers by creating a healthy and relevant learning environment. The researchers focused on assessing whether the career guidance program increased students' self-esteem, confidence, and skills to pursue their chosen career paths. The results of the study indicated that students who participated in the career guidance program demonstrated higher levels of academic performance and achievements compared to those who did not. Additionally, the authors proposed a curriculum scheme incorporating choice-based career guidance to further enhance students' career readiness and success. Overall, the study highlighted the importance of implementing effective career guidance programs in undergraduate education to support students in making informed career choices and achieving their future prospects.

- **Sri, Tutur, and Martaningsih (2018)** conducted a qualitative review of a career guidance program in vocational high schools, aiming to evaluate its effectiveness and relevance. The study emphasized the importance of career guidance in supporting individual career success, particularly for vocational high school students who are preparing for the workforce. The evaluation utilized surveys, interviews, and literature studies to assess the quality, weaknesses, obstacles, and potential utilization of the career guidance program. The researchers aimed to provide an overview of the program's evaluation and its significance in addressing the needs of vocational high school students. The findings

highlighted the necessity for intensive career insight briefing for vocational high school graduates, who are still in their adolescent stage and may not have fully considered their career paths. The evaluation sought to identify areas for improvement in career guidance effectiveness, with the goal of enhancing students' career readiness and maturity in their socio-emotional development. By qualitatively analyzing the program's effectiveness and relevance, the study aimed to provide feedback for ongoing improvement. The researchers acknowledged the importance of selecting evaluation models relevant to the characteristics of the career counselling program to ensure optimal feedback and enhance the program's overall effectiveness.

- **Judilyn G. Buraga and Rosalia T. Caballero (2018)** conducted a study to assess the effectiveness of the career guidance program at Isabela State University and its impact on the employability of graduates during the school years 2010-2015. The study aimed to analyze the relationship between the career guidance program and graduates' employability by utilizing a convenience sampling technique and employing various statistical tools. The research included 1,169 respondents from Angadanan, Cabagan, and Cauayan campuses of the university. The questionnaire used was patterned after the ASCA National Standards for career development, and the CHED questionnaire for tracer studies was utilized to trace graduates' employability. Statistical analysis, including Frequency, Percentage, Mean, Pearson-r, Eta Coefficient, Chi-Square, F-ratio, and one-way ANOVA, was conducted to assess the effectiveness of the career guidance program and its impact on graduates' employability. The results indicated a significant difference in the effectiveness of the career guidance program among the three campuses and their graduates' employability. Differences were observed in various employability indicators such as waiting time for the first job, employment status, gross monthly income, present occupation, and place of work. Overall, the study found a significant correlation between the effectiveness and extent of the career guidance program and graduates' employability, contributing effectively to their employability. This suggests that the career guidance program at Isabela State University plays a

crucial role in preparing graduates for the workforce and enhancing their prospects for employment success.

- **Hartono and Boy Soedarmadji (2018)** conducted research aimed at addressing the challenges faced by senior high school students through the development of a computer-based career guidance application program. The objective was to enhance students' self-knowledge, career knowledge, and independence in career choice while ensuring the utility, feasibility, and accuracy of the program. The research followed a development model adapted from the Dick and Carey model, comprising three stages: pre-development, development, and post-development. Through this process, the researchers evaluated the effectiveness of the computer-based career guidance application. The results indicated that the application program met the criteria of utility, feasibility, and accuracy, achieving an average score in the very good category. This outcome suggests that the developed program effectively addresses the needs of students and aligns with advancements in science and technology. In summary, the development of the computer-based career guidance application program represents a positive response to the challenges faced by senior high school students, providing them with valuable resources to navigate their career paths effectively.

- **Muna A. Al-hinai (2018)** conducted a study to evaluate the effectiveness of a career guidance program in developing career awareness among grade nine students in South Al Batinah. The sample comprised 103 students, both male and female, divided into an experimental group (56 students) and a control group (47 students). The experimental group underwent the career guidance program, while the control group participated in regular career guidance activities. The study utilized a quasi-experimental method. The findings revealed a significant difference between the mean scores of the experimental and control groups, indicating the effectiveness of the career guidance program. Additionally, within the experimental group, there was a significant difference in pre- and post-implementation scores on the career awareness scale, with higher scores observed post-implementation. Furthermore, two-way ANOVA analysis demonstrated significant differences in average responses among students in the

experimental group regarding career awareness, unaffected by gender or group interaction. In summary, the study provides evidence supporting the efficacy of the career guidance program in enhancing career awareness among grade nine students in South Al Batinah.

- **Netala Hepsiba (2018)** highlights the pressing need for guidance and career counselling at the secondary schooling level. The author emphasizes that a significant number of students embark on their college and university journeys without proper career planning, leading to mismatches between individuals' skills and career paths. This mismatch results in a waste of human potential and services, with individuals finding themselves in roles ill-suited to their abilities. The author argues that in today's rapidly changing and increasingly complex society, proper guidance is essential for children to navigate their paths effectively. Without guidance programs, students may struggle to adapt to the evolving demands of society. Therefore, Netala advocates for well-organized guidance programs that cater to all aspects of a child's development, ensuring their harmonious growth. In summary, the paper underscores the critical importance of guidance and career counselling programs at the secondary schooling level to help students make informed decisions about their future paths and to ensure their successful integration into society.

- In the study conducted by **Cijiang Xiong (2022),** the significance of guidance programs in preparing students for their future endeavors was acknowledged. The research focused on investigating the guidance programs provided to first-year college students at Guangdong Peizheng College (GPC) in Guangdong Province, China. A total of 357 freshman students participated in the quantitative aspect of the study, while 12 guidance counsellors, including the school director, were interviewed for the qualitative component. Employing a convergent parallel design mixed method, the study aimed to comprehensively understand the quantitative and qualitative aspects of the guidance programs offered by the school. The findings revealed that Chinese freshman students expressed satisfaction with various parameters of the guidance programs at GPC. The guidance counsellors were noted for their ability to offer students comprehensive

academic and guidance support, career mentoring, and career guidance. However, despite the overall satisfaction, the study identified several contributing factors that warrant attention for the improvement and innovation of the guidance program. It emphasized the importance of prioritizing support and resources to enrich the development of both students and guidance counsellors. In conclusion, the study provides empirical evidence supporting the proposal for an enhanced school-based guidance program. The practical outputs of the study aim to innovate the effectiveness of the implementation of guidance services, thus contributing to the continuous improvement of student support mechanisms in educational institutions.

- In their **2016** paper titled "Implementation of Career Guidance System in Undergraduate Study for Smooth Transition to Future Prospects," **Surendra S. Rathod and Prachi Gharpure** aimed to assess the effectiveness of a career guidance program implemented in the electronics engineering department. The authors hypothesized that students would benefit from appropriate motivation and mentoring to pursue careers in their chosen paths. The primary objective was to facilitate students' successful transition into their chosen careers by fostering a supportive learning environment. The study evaluated whether the career guidance program led to improvements in students' self-esteem, confidence, and skills necessary to pursue their chosen careers. The results indicated that students exhibited higher levels of academic performance and achievements after participating in the program. Furthermore, the authors proposed a curriculum scheme incorporating choice-based career guidance to enhance the effectiveness of the program. This approach aimed to provide students with the flexibility to tailor their educational experiences to align with their career aspirations. Hence , the findings of the study suggest that implementing a career guidance system within undergraduate education can positively impact students' academic outcomes and prepare them for successful transitions into their chosen career paths.

- In their paper titled "Career Guidance Application: A Digital Approach to Career Planning for Secondary Level Students," **Dini, Shiba, Sharwin, Xavier, Sherin,**

and Shobana introduce the Career Guidance Application (CGA), a digital tool aimed at assisting secondary level students (grades 9-12) in navigating the complexities of career planning. With an increasing number of educational options and job opportunities, students often face uncertainty when making career decisions. CGA aims to address this challenge by providing students with access to comprehensive information related to various career paths, higher education institutions, entrance exams, aptitude tests, and counselling services. The application offers a user-friendly interface that allows students to explore different subjects and their corresponding career options. By considering their academic and professional interests, students can make informed decisions about their future pathways. Moreover, CGA provides guidance on social, financial, and personal aspects to help students make well-rounded career choices. The implementation of CGA is expected to have a positive impact on reducing school and university dropout rates by empowering students to make informed decisions about their career paths. By leveraging digital technology, CGA offers a scalable and accessible solution to the increasingly complex task of career planning for secondary level students.

- In paper titled "Student Career Guidance using Spring Boot," **Sarmila B. (2022)** introduces a web-based student career counselling application designed to assist high school graduates in making informed decisions about their future career paths. Recognizing the common dilemma faced by students after completing their 12th standard, the author emphasizes the importance of providing guidance to help students choose their career paths wisely. The application requires students to input details about their academic performance and extracurricular activities, upon which it provides personalized career recommendations. The objective of the project is to offer a solution for students and parents alike, providing insights into the student's potential career options. Leveraging machine learning algorithms, the application predicts career outcomes based on the input data, reducing the likelihood of students making ill-informed career choices. By utilizing various machine learning techniques throughout the project, the application aims to improve the accuracy of career predictions and empower students to make informed decisions about their future. Ultimately, the

author highlights the potential of the web-based application to decrease the rate of students choosing unsuitable career paths, thereby enhancing their prospects for success.

- In their paper titled "Career Guidance: A Key to Success in Life," **Balakrishna P. and Nalini Vasudevan** underscore the critical role of career guidance in shaping both individual trajectories and broader societal goals. They argue that career choice is among life's most pivotal decisions and should be made with careful consideration, involving input from various career experts. Recognizing that individuals possess unique innate capacities and aptitudes, career guidance aims to align individuals with suitable occupations for mutual benefit. The authors emphasize that recent evidence highlights the importance of not just acquiring knowledge and skills but also understanding how to effectively utilize them, underscoring the expansive mission of career guidance within the context of lifelong learning. The paper delves into the needs and significance of career guidance and advocates for its proper implementation to enhance students' lives and benefit society as a whole. Ultimately, the authors stress that career guidance is instrumental in fostering social, financial, and emotional well-being, offering guidance on career-related matters and education to ensure individuals make informed career decisions that positively impact their lives.

- In their scholarly work titled "Modern Approaches to Career Guidance of School Students," **Andrey V. Prokhorov** examines contemporary formats of career guidance aimed at addressing several key objectives. Firstly, the focus lies on resolving the challenge of attracting applicants to universities. Secondly, these approaches consider students' interests and facilitate conscious professional self-determination. Thirdly, they take into account the prevailing labor market conditions. Prokhorov advocates for a systematic organization of career guidance, with universities playing a central role in fostering interaction among schools, universities, and employers. Within the university framework, career guidance efforts can be structured hierarchically, spanning educational programs, departments, institutes, faculties, and the university as a whole. Both domestic and international experiences underscore the necessity of deepening

career guidance work, with initiatives like the "kids university" aiding primary and secondary school students in exploring professional domains. However, Prokhorov highlights the challenge of boosting student engagement in career guidance activities as an urgent concern. Increasing involvement, he argues, can enhance the practical nature of career guidance through activities such as trainings, master classes, professional tests, as well as incorporating competitive elements like olympiads and grant competitions, along with leveraging gamification elements to make career guidance events more engaging and effective.

- In their qualitative, descriptive, and observational study, **Sandra Yvonne Spiendler Rodriguez** explores the importance of Professional Orientation and Career Planning in the treatment of institutionalized chemical dependents. Focusing on six men over 18 years old hospitalized in a Mental Health Hospital Complex in Canoas, Rio Grande do Sul, the study employed workshops centred on Professional Guidance and Career Planning. These workshops aimed at enhancing self-awareness and preparing participants for various stages of the job selection process. Through thematic analysis, the collected data revealed the significant impact of the professional guidance and career planning process on the participants' treatment. The results indicated that these interventions contributed to the promotion of mental health, aided in the treatment of chemical dependence, and served as a preventive strategy against relapse. The study highlights the potential of such interventions to foster social reintegration and mitigate the adverse effects of unemployment on chemically dependent individuals. Moreover, it suggests the need for further research, particularly focusing on interventions conducted in Therapeutic Communities, where the duration of stay is typically longer. This research underscores the importance of addressing employment-related issues in the comprehensive treatment of chemical dependency, offering insights into strategies for supporting individuals in their recovery journey.

- In their **2019** study, **Aisyah Halimah** and colleagues delve into the intricacies of career guidance management within a state vocational school in Bogor city,

Indonesia. Their investigation spans the essential phases of career guidance implementation: planning, organizing, implementation, and supervision. Employing a qualitative approach via the case study method, the researchers gather data through observations, interviews, and documentation, providing a comprehensive understanding of the subject. The study emphasizes the significance of systematic career guidance management in enhancing the quality of graduate students. Key findings shed light on various aspects of career guidance management. Firstly, planning initiates at the start of the academic year through agency meetings, ensuring a structured approach. Secondly, organizing involves designated personnel with diverse roles and responsibilities, facilitating effective coordination. Despite encountering obstacles, the implementation of career guidance programs proceeds smoothly, driven by planned initiatives formulated during agency meetings. These programs cater to both collective and individual needs, ensuring comprehensive support. Lastly, program evaluation, conducted by the principal at the end of each academic cycle, underscores the importance of continuous improvement. Through rigorous data validation techniques such as triangulation and credibility tests, the study offers valuable insights into student career management at State Vocational School 2 Bogor City. These insights are poised to enhance the effectiveness and efficiency of career guidance initiatives, ultimately benefiting student outcomes.

- **Vineeta Sirohi (2013)** delves into the critical phase of secondary education, emphasizing its pivotal role in shaping students' career maturity. This period presents ongoing academic and vocational decisions that lay the groundwork for future career paths. The study's primary objective is to assess the career maturity of secondary school students, considering gender, school type, and the presence of vocational guidance services. Drawing from a sample of 160 students across eight secondary schools, the study employs a stratified sampling technique. Both quantitative and qualitative analyses uncover several key findings. Female students exhibit higher levels of career maturity compared to their male counterparts. Additionally, students attending private schools demonstrate greater career maturity attitudes than those in government schools. Moreover, students in schools with vocational guidance and counselling services exhibit

higher career maturity, particularly in aspects such as self-awareness, occupational information, and job selection. Conversely, students lacking access to such services display lower levels of career maturity. The study's implications are profound for policymakers and educators, highlighting the importance of institutionalizing vocational guidance and counselling programs in secondary schools. It underscores the need for planned and systematic interventions to enhance students' career maturity, thereby better equipping them for future career decisions.

- **Andrey V. Prokhorov (2022)** explores contemporary formats of career guidance aimed at school students, focusing on three key objectives: attracting applicants to universities, facilitating conscious professional self-determination, and addressing labour market demands. The author advocates for systematic organization of career guidance, with universities playing a central role and fostering collaboration among schools, universities, and employers. Within universities, career guidance efforts can be multi-tiered, operating at various levels such as educational programs, departments, faculties, and the university as a whole. Drawing on both domestic and international experiences, Prokhorov emphasizes the importance of deepening career guidance initiatives. He highlights the concept of a "kids university," which exposes primary and secondary school students to different professional fields, as a promising approach. Prokhorov also addresses the challenge of increasing student engagement in career guidance activities, suggesting practical strategies to enhance effectiveness. These include incorporating hands-on elements like workshops and professional tests, introducing competitive elements such as olympiads and grant competitions, and integrating gamification elements to make career guidance more interactive and engaging. By adopting these modern approaches, Prokhorov argues, career guidance programs can better equip students with the knowledge and skills needed for successful career decision-making and preparation for the workforce.

- **Saule Zholdasbekova, Sholpan Zh. Arzymbetova, and Omer Zaimoglu (2023)** conducted a comprehensive review to assess the impacts of career

guidance interventions on school students' career-related skills, knowledge, and beliefs. By synthesizing empirical studies over the past decade, they aimed to determine the effectiveness of such interventions. Utilizing a random-effects meta-analytic technique and screening electronic databases, nine studies involving 1,433 participants were selected for the final analysis. The meta-analysis revealed a weighted mean effect size of 0.42 (95% confidence interval = 0.19, 0.65; $z = 3.61$, $p < 0.01$), indicating a moderate-to-high effect size with a significant difference between treatment and control conditions post-treatment. Students who received career guidance demonstrated significantly higher career-related outcomes compared to non-guidance groups. The findings suggest that career interventions contribute to modest developmental progression in school-age children and adolescents, particularly in enhancing career decidedness and attitudes like future time perspective. These results have important implications for policy and practice, providing insights into the effectiveness of school-based career guidance interventions. By identifying the combined effect size of relevant interventions, this paper extends previous research and offers valuable insights for educators, policymakers, and practitioners.

2.4. CONCLUSION

The review of related literature helped the researcher from the methodological point of view. The Investigator analyzed the related researches carried out in India and abroad. In addition, the review of the studies helped to get necessary theoretical background to the investigator pertaining to the objectives of the study, different sampling techniques, development of tool, procedures of data collection and salient finding arrived in the researchers conducted by the predecessors. The Investigator could get a clear idea on Tool development, Data gathering technique and appropriate Statistical Techniques to be followed for this study. This analysis paved way for the investigator to proceed successfully without any repetition or duplication. The findings of the investigator gave an insight into the present study. The present study is entirely different from the reviewed studies in terms of area, population and sample and also the methods employed. Therefore, these reviews helped the investigator in proceeding the further research work in finding a solution to the problem. The methodology of the study is discussed in the next chapter (Chapter-III).

III. METHODOLOGY OF THE STUDY

3.1. INTRODUCTION

Research is an academic activity and as such the term should be used in a technical sense. Research comprises of defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusions to determine whether they fit the formulating hypotheses.

Research design constitutes a blue-print for the collection, measurement and analysis of the relevant data pertaining to the research problem investigated. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. A research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern of frame work, of the project that stimulates what information to be collected from which sources by what procedures.

Research methodology is a systematic science which deals with the steps adopted by a researcher in studying the research problem along with the logic behind them. It is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.

The present investigation aims to study the Career Guidance cells: An assessment of the functioning, usefulness, students awareness and counselling needs This chapter includes the method adopted for the study, tool used for the study, sampling techniques, sample for the pilot study and final study, scoring procedures, reliability and validity of the tool and the statistical techniques used for the present study. The research method – Survey design was used in the investigation.

3.2. DESIGN OF THE STUDY

Survey method was adopted to explore the assessment of the functioning, usefulness, students awareness and counselling needs of Career Guidance cells

3.3. SURVEY METHOD

The survey method of research is a foundational approach utilized across various disciplines, including social sciences and market research, to gather data from a broad spectrum of respondents. Beginning with clear research objectives, the process involves crafting a structured questionnaire tailored to elicit information pertinent to the study's goals. Sampling techniques are then employed to select a representative subset of the target population, ensuring the findings can be generalized. Surveys can be administered through diverse channels such as paper forms, phone interviews, online platforms, or face-to-face interactions, depending on factors like accessibility and budget constraints. Participants provide their responses based on personal experiences, opinions, or behaviors, which are subsequently collected and analyzed using statistical tools or qualitative methods. Through rigorous analysis, researchers uncover patterns, correlations, and insights that inform conclusions relevant to the research objectives. Finally, the findings are presented in comprehensive reports or presentations, often including visual aids to enhance communication with stakeholders or the broader audience. Ethical considerations, including informed consent and confidentiality, are paramount throughout the survey process to uphold the integrity and reliability of the research outcomes.

3.4. DESIGN OF THE PRESENT STUDY
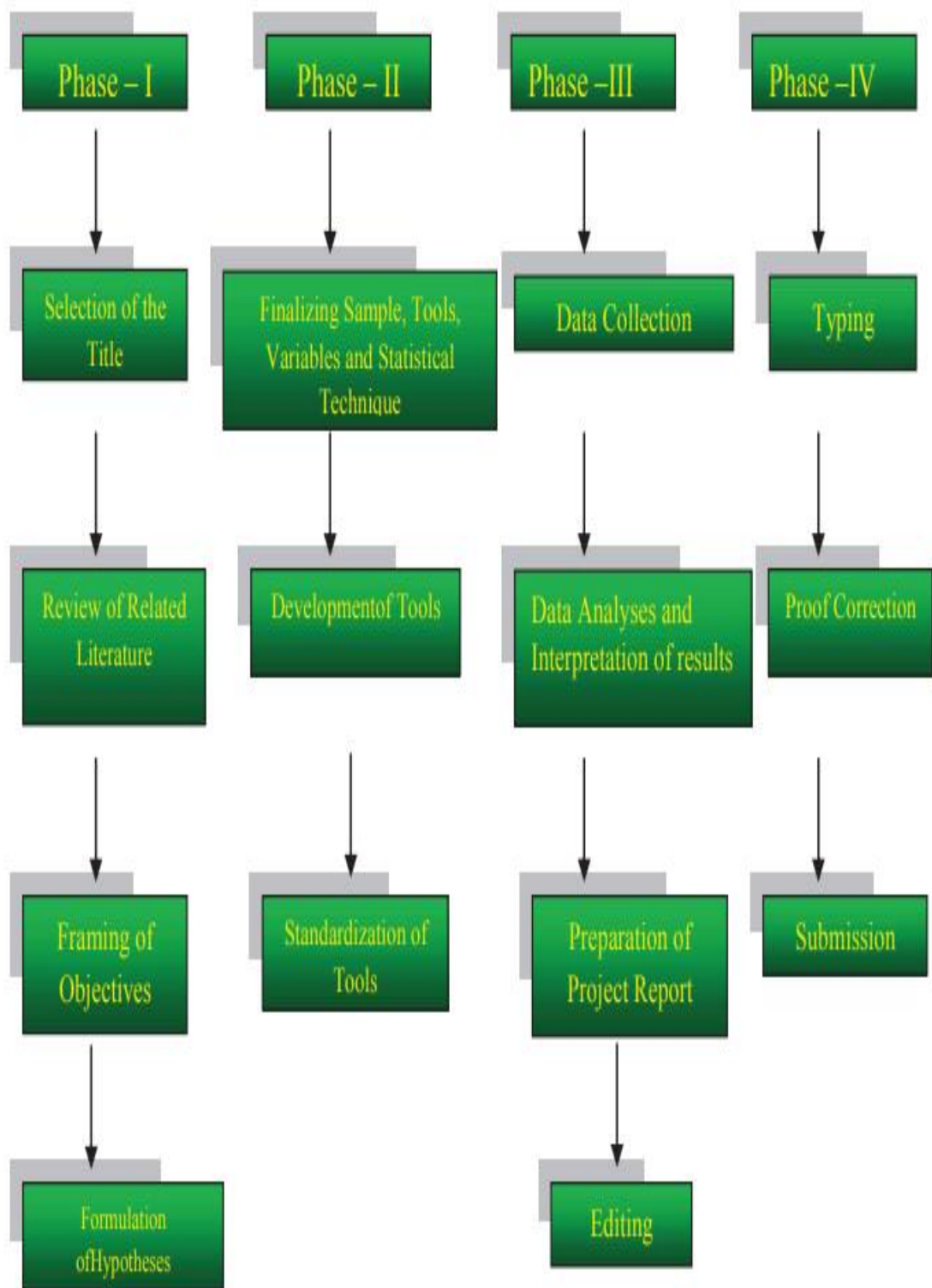
Figure – 3.1

Flow Chart of Survey Design

3.5. VARIABLES OF THE STUDY

3.5.1. INDEPENDENT VARIABLE

The independent variable in this research is "Career Guidance Cells." This variable represents the subject or entity being investigated and is assumed to have an impact on other variables within the study. In this case, the researchers are likely examining the characteristics, operations, and effectiveness of career guidance cells.

3.5.2. DEPENDENT VARIABLES

The dependent variables in this research title include:

- "Functioning": This variable likely refers to how well the career guidance cells are operating or performing their intended functions.
- "Usefulness": This variable assesses the perceived value or utility of the career guidance cells as perceived by students or other stakeholders.
- "Students' Awareness": This variable measures the level of awareness among students regarding the existence and services provided by the career guidance cells.
- "Counseling Needs": This variable indicates the specific requirements or areas where students feel they need guidance or counseling assistance from the career guidance cells.

These dependent variables are presumed to be influenced by the presence, quality, and effectiveness of the career guidance cells, which serve as the independent variable in this study.

3.6. TOOLS FOR THE PILOT STUDY

Factual material or unknown data required for the study of any problem can be obtained from many sources direct or indirect. For collecting new, unknown data, required for the study of any problem, one may use various devices. The devices or instruments employed in the collection of data are called tools. For any research, it is necessary, either to test the hypothesis or evaluate how far the desired objective has been achieved. For this purpose, it is necessary to use appropriate kind of Research tool which would be helpful in gathering data. When an appropriate tool or test is not

available ready for use, the researcher has to develop his/her own tool for measuring the responses or collecting the data. In this study the researcher has used self-constructed tool.

Tools such as Questionnaire, Check list, Rating scale, Score card, Attitude scale, Scaled Specimens, Interview, Observation, Social Measures, Achievement Test, Aptitude test, Intelligence test and Personality measures were used to collect the data from the sample.

The questionnaire developed can be called as structured questionnaire as per the words of P.V. Young "A Structured questionnaire is one which contains definite, concrete and pre-coordinate questions, with additional questions limited to those necessary to classify inadequate answers to elicit a more detailed response. The questions are prepared well in advance and are not constructed on the spot during the questioning period" (Pathak, 2008, p. 111). Collection of relevant data is one of the most important steps in any research, especially in the field of education. For this, an appropriate instrument or tool is very essential. In this study, the investigator used two self-made tools to measure the Career Guidance cells : An assessment of the functioning, usefulness , students awareness and counseling needs among higher secondary students and CGC's in-charge teachers. They are;

1. Student's CGC Assessment Scale (SCGCAS)
2. Teacher's CGC Assessment Scale (TCGCAS)

3.7. DEVELOPMENT OF THE TOOLS

In the study, after a thorough survey on the available tools, the investigator went for a suitable tool that would measure the important variable of the assessment of Career Guidance cells among higher secondary students and CGC's incharge teachers.

Steps in the construction of Tools

   i) Planning of the tools

   ii) Item writing

   iii)Preliminary try out

   iv) Pilot study

66

v) Establishing Validity and Reliability

vi) Final form of tools

i)   Planning of the Tools

The construction of the tools started by the consideration of the limitations under which the tools have to be developed. It included detailed set of specifications as to the purpose of the tools and the time, cost and sources at the disposal of the researcher. The nature of the population, the length of the tools, type and nature of the tools, items and method of scoring the test were some basic considerations which were taken into account in advance. The investigator decided to construct the following two tools on assessment of Career Guidance cells of higher secondary students and CGC's in-charge teacher's scale. The items were planned to prepare under various dimensions. It was planned to prepare the tools on the basis of Likert type 5-point scale. Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally, as measured by the level of agreement or disagreement.

ii)   Item Writing

The important step in the construction of any research tool is writing of suitable items. After a thorough and careful study of the books, articles, current journals, magazines and literature available, the investigator collected materials and prepared the items. The investigator prepared a number of items, consisting of both positive and negative statements covering content of the tools namely Student's CGC Assessment Scale (SCGCAS) Teacher's CGC Assessment Scale (TCGCAS), which consist of four dimensions such as Functioning, usefulness, students awareness and counselling needs.

iii) Preliminary try out

A preliminary tryout was made to fix out the weakness and workability of the items. The difficulties in responding the items were noted. This step helped the investigator to modify the certain items of the variables, which were vague and questionable. For this purpose, the tools were sent through print material form to the higher secondary students and CGC's in-charge teachers of selected schools.

iv) Pilot Study

A pilot study is a small-scale preliminary study conducted before the main research,

in order to check the feasibility or to improve the design of the research. The pilot study was conducted through google form with simple randomly selected 80 higher secondary students and CGC's in-charge teachers of selected schools. who are studying in the selected schools of Coimbatore district.

v)   Establishing Validity and Reliability:

Reliability Testing: Evaluate the reliability of the tool using methods such as test-retest reliability, internal consistency (e.g., Cronbach's alpha), and inter-rater reliability.

Validity Testing: Assess different types of validity, including:

Content Validity: Ensure the tool covers all relevant aspects of the construct.

Construct Validity: Use factor analysis to confirm that the items measure the intended constructs.

Criterion-Related Validity: Correlate the tool with other established measures of the same construct.

vi)   Final Form of Tools:

Final Revisions: Make final adjustments based on the results of the validity and reliability testing.

Standardization: Standardize the administration procedures and scoring methods to ensure consistency.

Documentation: Prepare comprehensive documentation, including instructions for administration, scoring guidelines, and interpretation of results.

Implementation: Deploy the final version of the tool for use in the intended research or practical application.

By following these steps, researchers can develop robust, reliable, and valid tools that effectively measure the intended constructs and provide meaningful data for analysis.

3.8. CONSTRUCTION OF THE TOOLS

The investigator had been cautious in constructing the questionnaire of Student's CGC Assessment Scale (SCGCAS) with five-point likert scale from four dimensions of CGC. As an initial step, the investigator prepared 49 questions covering the dimensions for SCGCAS and 21 for TCGCAS. These questions were presented to the experts who are in the field of education.

The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school, stream, locality of school, Educational background of Parents and their Parental support in education.

The following table gives a list of the test items used and the total marks allotted for the questions in the pilot study. The students were given 60 minutes for the test.

Table 3.8.1

Test Items for the Pilot Study (SCGCAS)

Sl. No	Type of Questions	No. of Questions
1.	Functioning of Student Counseling Services	16
2	Usefulness of Counseling Resources	18
3	Student Awareness and Outreach	7
4	Counseling Needs	8
	Total	49

The investigator had been cautious in constructing the questionnaire of Teacher's CGC Assessment Scale (TCGCAS) with five-point Likert scale from four dimensions of CGC. As an initial step, the investigator prepared 21 questions covering the dimensions. The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school and locality of school.

The following table gives a list of the test items used and the total marks allotted for the questions in the pilot study. The teachers were given 30 minutes for the test.

Table 3.8.2.

Test Items for the Pilot Study (TCGCAS)

Sl. No	Type of Questions	No. of Questions
1.	Functioning of Career Guidance Cell	4
2	Usefulness of Career Guidance Cell	5
3	Students' Awareness and Engagement	4
4	Counseling Needs and Effectiveness	7
5	Overall Assessment and Future Planning	1
	Total	21

3.8. PILOT STUDY

Pilot study is the preliminary study conducted on a limited scale before the original study is carried out in order to gain some primary information. On the basis of pilot study, the main project would be planned and formulated. The main objective of conducting a pilot study is to ensure the consistency and accuracy of each item in a questionnaire. It is a small experiment designed to test logistics and gather information prior to a large study, in order to improve the quality and efficiency. It can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expanded on large scale studies. A good research strategy requires careful planning and a pilot study will often be a part of this strategy.

A pilot study is normally small in comparison with the main experiment. This helped the investigator in developing and testing adequacy of the instrument, assessing whether the tool is realistic and workable, establishing whether the sampling frame and techniques are effective, collecting preliminary data and determining what resources are needed for a planned study. Pilot study is one of the important stages in the selection of the test items. It is used to identify the weak or defective items and to reveal the needed improvement and also to determine the difficulty level of each individual item. It also helps to determine to have the most relevant items for the final study.

All these reasons make it necessary to do pilot study in educational research. By doing the pilot study, the investigator obtained a clear idea about how to do final data collection and the modifications to be made the questionnaire further better. In order to determine effectiveness of the tool and standardize it, the pilot study was conducted.

3.10. SAMPLE FOR THE PILOT STUDY

A population in educational research refers to any collection of specified group, which have some common characteristics. Sample taken was a small proportion of the population for observation or analysis. For the pilot study the investigator had made a random selection of 100 students and 10 teachers from different XII Standard Higher

Secondary School, Coimbatore District. The sample of pilot study consists of 50 boys and 50 girls from different school.

The investigator visited the respective schools and got permission from the Head masters. The investigator met each student in person and explained about the study and the tool. The students were given the tool and given clear instruction regarding the filling of the questionnaire. The students filled the questionnaire within the allotted time of 60 minutes and handed over the answer script to the investigator.

Table 3.10. Sample for the Pilot Study

S. No.	Name of the School	Block	Boys	Girls	Total
1.	Government Higher Secondary School, Mathuvarayapuram	Thondamuthur	10	10	20
2.	MRI Municipal Higher Secondary School, Pollachi	Pollachi	10	10	20
3.	Corporation Higher Secondary School, Selvapuram	Covai City	10	10	20
4.	Thavathiru Sandhalinga Adikalar Aided Higher Secondary School, Perur	Perur	10	10	20
5.	Corporation Higher Secondary School, Maniyakaranpalayam	Perur	10	10	20
	Total		50	50	100

3.11 RELIABILITY OF THE TOOLS

A reliability and valid tool plays a vital role in any research study. 'Reliability' refers to the trust-worthiness or consistency of measurement of a tool, whatever it measures. The main concern of reliability is an accurate repeatability of scores over time and parallel forms of a test. A tool should be reliable to the extent it measures accurately and consistency from one time to another. Reliability is the extent to which the same finding will be obtained if the research was repeated another time. If the same finding can be obtained again, the instrument is consistent of reliable.

For the present study, the investigator adopted the Test-Retest method to find out the reliability of the test. This method involves repetition of a test on the same group after a lapse of time (after ten days) and two sets of scores were obtained. The correlation between the two sets of scores is calculated and it is called as reliability co-efficient. The reliability co-efficient value is calculated by Karl Pearson product moment method. The correlation coefficient thus obtained indicates the extent or magnitude of the agreement between the two sets of scores.

The investigator conducted pilot to 100 students and then after a lapse of time (after ten days) the investigator conducted retest to the same 100 students. The questions were also the same, and marks of both the tests were evaluated. The correlation reliability co-efficient value for the present study is 0.864. Since the value is high, the tool was found to be reliable.

3.12 VALIDITY OF THE TOOL

Reliability is no guarantee to validity. Validity is an element of educational research which addresses the issues of whether the researcher is actually measuring what s/he says s/he wants to evaluate. Validity of a test or evaluation device can be defined as the degree to which the test measures what it is intended to measure. A test is valid when it meets the purpose for which it is designed.

For the current study, the researcher has adopted face validity and content validity. Validity refers to the accuracy or truthfulness of a tool. Any tool is said to be valid, only when it meets the purpose for which it was designed. In the present study the tools was analyzed by a group of experts and the face and content validity was established,

3.13. TOOLS FOR THE FINAL STUDY

A Preliminary study was conducted to rectify the mistakes of the tool. The main aim of the pilot study is to remove those are not suitable. For this purpose 'item analysis was carried out. Item analysis help to select items for the final study. The tool for the pilot study consisted of two parts. The first part consisted of personal data sheet and the second part consisted of 38 (SCGCAS) and 15 ((TCGCAS) questions.

The investigator had been cautious in constructing the questionnaire of Student's CGC Assessment Scale (SCGCAS) with five-point Likert scale from four dimensions of CGC. As an initial step, the investigator prepared 49 questions covering the dimensions. These questions were presented to the experts who are in the field of education. Based on the comments and suggestions given, the items were edited and reconstructed. After elimination and modification 38 questions were finalized.

The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school, stream, locality of school, Educational background of Parents and their Parental support in education. A copy of tool for the pilot study is given in Appendix B.

The following table gives a list of the test items used and the total marks allotted for the questions in the pilot study. The students were given 60 minutes for the test.

Table 3.13.1. Test Items for the Final Study (SCGCAS)

Sl. No	Type of Questions	No. of Questions
1.	Functioning of Student Counseling Services	14
2	Usefulness of Counselling Resources	14
3	Student Awareness and Outreach	4
4	Counselling Needs	6
	Total	**38**

The investigator had been cautious in constructing the questionnaire of Teacher's CGC Assessment Scale (TCGCAS) with five-point Likert scale from four dimensions of CGC. As an initial step, the investigator prepared 21 questions covering the dimensions. These questions were presented to the experts who are in the field of education. Based on the comments and suggestions given, the items were edited and reconstructed. After elimination and modification 15 questions were finalized. The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school and locality of school. A copy of tool for the pilot study is given in Appendix C.

The following table gives a list of the test items used and the total marks allotted for the questions in the pilot study. The teachers were given 30 minutes for the test.

Table 3.13.2.

Test Items for the Final Study (TCGCAS)

Sl. No	Type of Questions	No. of Questions
1.	Functioning of Career Guidance Cell	3
2	Usefulness of Career Guidance Cell	3
3	Students' Awareness and Engagement	3
4	Counseling Needs and Effectiveness	5
5	Overall Assessment and Future Planning	1
	Total	15

3.14. SAMPLE FOR THE FINAL STUDY

Various sampling techniques were available to select the sample. The investigator applied Stratified Random sampling technique to select the sample for the final study. In Stratified Random sampling the population is first divided into two or more strata. The strata are so clear that they represent a partition of data. The strata may be based on a single criterion or combination of two or more criterion. A sample is drawn from each group at random. Then these samples are combined to form a single sample of the population.

A population in educational research refers to any collection of specified group, which have some common characteristics. Sample taken was a small proportion of the population for observation or analysis. For the pilot study the investigator had made a random selection of 300 students and 10 teachers from different XII Standard Higher Secondary School, Coimbatore District. The sample study consists of 150 boys and 150 girls from each school.

The investigator visited the respective schools and got permission from the Head masters. The investigator met each student in person and explained about the study and the tool. The students were given the tool and given clear instruction regarding the filling of the questionnaire. The students filled the questionnaire within the allotted time of 60 minutes and handed over the answer script to the investigator.
For the present study the investigator has divided the population of students into a number of strata such as Bock wise as well as Government Higher Secondary School, Aided higher secondary school sand Corporation Higher Secondary School students. A total of 300 Sample were taken for the final study. The distribution of sample for the final study was tabulated below.

Table 3.14.

Sample for the Final Study

S. No.	Name of the School	Block	Boys	Girls	Total
1.	Maruthamalai Devasthanam Higher Secondary School, Vadavalli.	Thondamuthur	15	15	30
2.	Government Higher Secondary School, Malumichampatty	Madukkarai	15	15	30
3.	Government Higher Secondary School, Alandurai.	Thondamuthur	15	15	30
4.	Mahajana Higher Secondary School, Mettupalayam	Karamadai	15	15	30
5.	Corporation Higher Secondary School, Venkittapuram.	Perur	15	15	30
6.	Municipality Girls Government Higher Secondary School, Pollachi (South)	Pollachi (South)	0	30	30
7.	Corporation Higher Secondary School, Rathinapuri.	Perur	15	15	30
8.	Government Higher Secondary School, Kinathukadavu.	Kinathukadavu	15	15	30
9.	Municipality Boys Higher Secondary School, Pollachi (South)	Pollachi (South)	30	0	30
10.	Government Higher Secondary School, Madukkarai	Madukkarai	15	15	30
Total			**150**	**150**	**300**

3.15. SCORING PROCEDURE

The pattern of the Questions was Likert type five-point scale. Both the questionnaire has positive statements. so, the following table shows the scoring for each item.

Table 3.15.

Scoring procedure

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

3.16 DATA COLLECTION PROCEDURE

Initially, the investigator visited the respective schools and got permission from the Head masters of the respective schools. The investigator met each student in person and explained about the study and the tool. The students were given the tool. The students filled the questionnaire and handed over the same to the investigator. Then the CGC in-charge teachers were filled the questionnaire.

3.17 STATISTICAL TECHNIQUES USED

Research is based on statistical techniques used in data analysis. Statistic methods are the mathematical techniques used to facilitate the interpretation of numerical data secured from groups of individuals.

The data collected from the sample are analysed by using appropriate statist techniques namely descriptive statistics and inferential statistics. Under descriptive statistics mean, median, mode were calculated. inferential statistics t- test was used.

3.18. CONCLUSION

This chapter had dealt with the method adopted for the present study, Survey design used, tool for the study and also its construction and standardization, sampling techniques used, pilot study and description about the procedure followed. The analysis and interpretation of the data are discussed in the next chapter IV.

IV. DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Statistical analysis is one of the basic phases of the research process that involves collection, classification, analysis and interpretation of numerical data. The present study aims to evaluate the effectiveness of career guidance cells in schools. As the landscape of education and employment evolves, the role of career guidance becomes increasingly vital in helping students navigate their future paths. Career guidance cells are designed to provide students with the necessary information, skills, and support to make informed decisions about their academic and career choices. This analysis is crucial in determining how well these cells fulfill their intended purpose and identifying areas for improvement to better support students' career development.

In this chapter, we utilize a combination of quantitative and qualitative methods to assess the effectiveness of career guidance cells. Surveys and questionnaires were administered to students, teachers, and career counselors to gather comprehensive data on their experiences and perceptions. Additionally, focus group discussions and interviews were conducted to gain deeper insights into the qualitative aspects of career guidance services. The analysis is structured as follows: we begin with a descriptive overview of the collected data, followed by an inferential statistical analysis to identify significant trends and correlations. We then interpret the results in the context of existing literature and discuss their implications for the future of career guidance in schools.

Our findings are anticipated to reveal the strengths and weaknesses of current career guidance practices. By understanding the impact of these cells on students' career readiness and decision-making processes, we aim to provide actionable recommendations for enhancing the effectiveness of career guidance programs. These insights will contribute to the development of more robust and tailored career guidance services, ultimately aiding students in achieving their academic and professional aspirations.

The following statistical techniques were used for the analysis and interpretation of the data.

(i) Test of significance of the difference between means by using critical ratio test.

(ii) Bar diagrams.

(iii) t-Test Analysis.

(iv) f - Test Analysis

(v) Correlation Analysis

4.2. ANALYSIS AND INTERPRETATION

4.2.1. OBJECTIVES TESTING

✓ To find out the level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students

Table 4.2.1.1. the level of assessment and its dimensions of Career Guidance Cells (CGC)

	Functioning of CGC	**Usefulness of CGC**	**Student Awareness and Engagement**	**Counselling Needs and Effectiveness**	**Overall Assessment of CGC**
Students (N=300)	74%	75%	72%	65%	73%

Students' Responses (N=300)

Functioning of CGC: 74%

Interpretation: A majority of students (74%) are satisfied with the functioning of the CGC. While this indicates a generally positive view, there is room for improvement to reach the higher satisfaction levels seen among teachers.

Usefulness of CGC: 75%

Interpretation: Students find the CGC services to be useful, with 75% expressing satisfaction. This suggests that the services provided are beneficial but could be enhanced to better meet student needs.

Student Awareness and Engagement: 72%

Interpretation: Awareness and engagement levels are lower among students, with 72% indicating satisfaction. This highlights an area where the CGC could improve its communication and outreach efforts to increase student participation and awareness.

Counselling Needs and Effectiveness: 65%

Interpretation: The lowest rating among the categories, at 65%, suggests that many

students feel their counseling needs are not being fully met. This indicates a significant area for improvement in the effectiveness of the counseling services provided.

Overall Assessment of CGC: 73%

Interpretation: The overall assessment of the CGC by students stands at 73%, indicating a generally positive view but with notable areas that require attention and enhancement.

Summary:

The survey results indicate that while students have a generally positive view of the CGC, there are clear areas for improvement, particularly in counseling effectiveness and student engagement. Compared to teachers' responses, students are less satisfied with the functioning and usefulness of the CGC, and they express a need for better counseling services. To address these concerns, the CGC could:

Enhance Counseling Services: Focus on improving the quality and accessibility of counseling services to better meet student needs.

Increase Awareness and Engagement: Implement more effective communication strategies to ensure students are aware of and engaged with the CGC offerings.

Solicit Student Feedback: Regularly gather detailed feedback from students to identify specific areas for improvement and to tailor services more closely to their needs.

Promote Success Stories: Share success stories and positive outcomes from CGC services to build trust and demonstrate the value of the CGC to the student body.

By addressing these areas, the CGC can work towards achieving higher satisfaction levels among students, aligning more closely with the positive ratings seen from teachers.

✓ To find out whether there is any level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC

Table 4.2.1.2. Level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC

	Functioning of CGC	Usefulness of CGC	Student Awareness and Engagement	Counselling Needs and Effectiveness	Overall Assessment and Future Planning
Teachers N=10	86%	84%	86%	88%	90%

Functioning of CGC: 86%

Interpretation: The majority of teachers (86%) perceive the functioning of the CGC to be highly effective. This indicates that the systems and processes in place for career guidance and counselling are well-executed and meet the expectations of the teaching staff.

Usefulness of CGC: 84%

Interpretation: Teachers believe that the CGC services are very useful to students, with 84% expressing satisfaction. This suggests that the CGC is providing valuable support that is making a positive impact on students' career planning and decisions.

Student Awareness and Engagement: 86%

Interpretation: With 86% of teachers rating student awareness and engagement positively, it is evident that a significant number of students are both aware of and actively participating in the CGC activities. This reflects effective communication and outreach efforts by the CGC.

Counselling Needs and Effectiveness: 88%

Interpretation: A high percentage (88%) of teachers feel that the CGC is effectively addressing the counselling needs of students. This indicates that the counseling services provided are well-tailored to student requirements and are delivered effectively.

Overall Assessment and Future Planning: 90%

Interpretation: The overall assessment of the CGC by teachers is very positive, with 90% indicating satisfaction. This high level of approval suggests that the CGC is performing excellently in its current role and that teachers have confidence in its future planning and development.

Summary:

The survey results show strong support and satisfaction among teachers regarding the CGC's functioning, usefulness, and effectiveness. The high ratings across all categories suggest that the CGC is well-regarded and successfully meets the needs of both students and staff. The positive feedback on overall assessment and future planning indicates a solid foundation for continued growth and improvement of the CGC services.

Table 4.2.1.3. Level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC on Gender

Teachers	Functioning of CGC	Usefulness of CGC	Student Awareness and Engagement	Counselling Needs and Effectiveness	Overall Assessment and Future Planning
Male N=6	89%	85%	84%	88%	93%
Female N=4	83%	82%	88%	89%	85%

Male Teachers (N=6)

Functioning of CGC: 89%

Interpretation: Male teachers perceive the functioning of the CGC to be very effective, with 89% expressing satisfaction. This suggests a strong approval of the CGC's operational efficiency among male teachers.

Usefulness of CGC: 85%

Interpretation: The usefulness of the CGC is rated positively by 85% of male teachers, indicating that they find the services provided to be highly beneficial for students.

Student Awareness and Engagement: 84%

Interpretation: Male teachers rate student awareness and engagement at 84%, which shows that a majority of students are informed about and involved in CGC activities according to their perspective.

Counselling Needs and Effectiveness: 88%

Interpretation: The effectiveness of meeting students' counselling needs is rated at 88% by male teachers. This high rating suggests that male teachers believe the CGC is effectively addressing student counselling requirements.

Overall Assessment and Future Planning: 93%

Interpretation: Male teachers have a very high overall assessment of the CGC, with 93% expressing satisfaction. This indicates a strong endorsement of the CGC's current performance and future plans by male teachers.

Female Teachers (N=4)

Functioning of CGC: 83%

Interpretation: Female teachers rate the functioning of the CGC at 83%, indicating a generally positive but slightly lower level of satisfaction compared to their male counterparts.

Usefulness of CGC: 82%

Interpretation: The usefulness of CGC services is rated at 82% by female teachers, suggesting they find the services beneficial, albeit slightly less so than male teachers.

Student Awareness and Engagement: 88%

Interpretation: Female teachers give a high rating of 88% for student awareness and engagement, indicating that they believe students are well-informed and actively participating in CGC activities.

Counselling Needs and Effectiveness: 89%

Interpretation: Female teachers rate the effectiveness of the CGC in meeting counselling needs at 89%, slightly higher than their male counterparts, showing strong approval of the counselling services provided.

Overall Assessment and Future Planning: 85%

Interpretation: The overall assessment and future planning are rated at 85% by female teachers. While this is positive, it is notably lower than the rating given by male teachers, suggesting some room for improvement from the female teachers' perspective.

Summary:

Both male and female teachers show high levels of satisfaction with the CGC across all categories. Male teachers tend to have slightly higher ratings for the functioning, usefulness, and overall assessment of the CGC, whereas female teachers provide higher ratings for student awareness and engagement as well as counselling needs and effectiveness. The overall positive feedback indicates that the CGC is performing well, though there may be slight differences in perception based on gender that could be explored further to ensure balanced and comprehensive improvements.

Table 4.2.1.4. Level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC on Locality

Teachers	Functioning of CGC	Usefulness of CGC	Student Awareness and Engagement	Counselling Needs and Effectiveness	Overall Assessment and Future Planning
Rural N=4	85%	83%	90%	89%	80%
Urban N=6	87%	84%	83%	88%	96%

Rural Teachers (N=4)

Functioning of CGC: 85%

Interpretation: Rural teachers rate the functioning of the CGC at 85%, indicating a high level of satisfaction with the CGC's operations in rural areas.

Usefulness of CGC: 83%

Interpretation: The usefulness of the CGC is rated positively by 83% of rural teachers, suggesting that they find the services beneficial for students in rural areas.

Student Awareness and Engagement: 90%

Interpretation: Rural teachers give a very high rating of 90% for student awareness and engagement, indicating that students in rural areas are well-informed and actively participating in CGC activities.

Counselling Needs and Effectiveness: 89%

Interpretation: The effectiveness of meeting students' counselling needs is rated at 89% by rural teachers. This high rating suggests that the CGC is effectively addressing student counselling requirements in rural areas.

Overall Assessment and Future Planning: 80%

Interpretation: The overall assessment and future planning are rated at 80% by rural teachers, indicating a generally positive view but with some room for improvement, especially in future planning and overall assessment of the CGC's services in rural areas.

Urban Teachers (N=6)

Functioning of CGC: 87%

Interpretation: Urban teachers rate the functioning of the CGC at 87%, suggesting a slightly higher level of satisfaction with the CGC's operations compared to rural teachers.

Usefulness of CGC: 84%

Interpretation: The usefulness of CGC services is rated at 84% by urban teachers, indicating they find the services highly beneficial for students in urban areas.

Student Awareness and Engagement: 83%

Interpretation: Urban teachers give a rating of 83% for student awareness and engagement, suggesting that there is room for improvement in informing and engaging students in urban areas compared to rural areas.

Counselling Needs and Effectiveness: 88%

Interpretation: Urban teachers rate the effectiveness of the CGC in meeting counselling needs at 88%, showing strong approval of the counselling services provided, similar to the rural teachers' rating.

Overall Assessment and Future Planning: 96%

Interpretation: The overall assessment and future planning are rated very highly at 96% by urban teachers, indicating a strong endorsement of the CGC's current performance and future plans in urban areas. This is significantly higher than the rating given by rural teachers.

Summary:

Both rural and urban teachers show high levels of satisfaction with the CGC across most categories. Rural teachers rate student awareness and engagement higher, indicating effective outreach in rural areas. However, urban teachers provide significantly higher ratings for overall assessment and future planning, suggesting a greater confidence in the CGC's long-term strategy in urban areas. The differences in ratings highlight areas where the CGC can focus on improving, particularly in future planning for rural areas and student engagement in urban areas, to ensure balanced and comprehensive development.

Table 4.2.1.5. Level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC on type of management

Teachers	Functioning of CGC	Usefulness of CGC	Student Awareness and Engagement	Counselling Needs and Effectiveness	Overall Assessment and Future Planning
Government N=4	85%	83%	90%	89%	80%
Government Aided N=6	87%	87%	83%	86%	100%
Corporation N=	87%	87%	83%	88%	100%
Municipality N=	90%	80%	83%	90%	90%

Government Schools (N=4)

Functioning of CGC: 85%

Interpretation: Teachers in government schools rate the functioning of the CGC at 85%, indicating a high level of satisfaction with the CGC's operations.

Usefulness of CGC: 83%

Interpretation: The usefulness of the CGC is rated positively by 83% of government school teachers, suggesting that they find the services beneficial for students.

Student Awareness and Engagement: 90%

Interpretation: Government school teachers give a very high rating of 90% for student awareness and engagement, indicating that students are well-informed and actively participating in CGC activities.

Counselling Needs and Effectiveness: 89%

Interpretation: The effectiveness of meeting students' counselling needs is rated at 89%, showing strong approval of the counselling services provided.

Overall Assessment and Future Planning: 80%

Interpretation: The overall assessment and future planning are rated at 80%, indicating a generally positive view but with some room for improvement in future planning.

Government Aided Schools (N=6)

Functioning of CGC: 87%

Interpretation: Teachers in government-aided schools rate the functioning of the CGC at 87%, suggesting a slightly higher level of satisfaction with the CGC's operations compared to government schools.

Usefulness of CGC: 87%

Interpretation: The usefulness of the CGC is rated very positively by 87%, indicating they find the services highly beneficial.

Student Awareness and Engagement: 83%

Interpretation: Awareness and engagement among students is rated at 83%, suggesting there is some room for improvement in this area.

Counselling Needs and Effectiveness: 86%

Interpretation: The effectiveness in meeting counseling needs is rated at 86%, showing strong approval of the services provided, though slightly lower than government schools.

Overall Assessment and Future Planning: 100%

Interpretation: The overall assessment and future planning are rated extremely highly at 100%, indicating complete satisfaction and confidence in the CGC's future plans.

Corporation Schools

Functioning of CGC: 87%

Interpretation: Corporation school teachers rate the functioning of the CGC at 87%, indicating a high level of satisfaction.

Usefulness of CGC: 87%

Interpretation: The usefulness is rated very positively at 87%, showing the CGC services are highly beneficial.

Student Awareness and Engagement: 83%

Interpretation: Student awareness and engagement is rated at 83%, suggesting room for improvement in involving students.

Counselling Needs and Effectiveness: 88%

Interpretation: The effectiveness in meeting counselling needs is rated at 88%, showing strong approval of the services provided.

Overall Assessment and Future Planning: 100%

Interpretation: The overall assessment and future planning are rated extremely highly at 100%, indicating complete satisfaction and confidence in the CGC's future plans.

Municipality Schools

Functioning of CGC: 90%

Interpretation: Municipality school teachers rate the functioning of the CGC at 90%, indicating the highest level of satisfaction among the groups**.**

Usefulness of CGC: 80%

Interpretation: The usefulness is rated at 80%, which is positive but the lowest compared to other groups, suggesting some areas for improvement.

Student Awareness and Engagement: 83%

Interpretation: Student awareness and engagement is rated at 83%, similar to other groups, indicating room for improvement.

Counselling Needs and Effectiveness: 90%

Interpretation: The effectiveness in meeting counselling needs is rated very highly at 90%, showing strong approval of the services provided.

Overall Assessment and Future Planning: 90%

Interpretation: The overall assessment and future planning are rated at 90%, indicating strong satisfaction and confidence in the CGC's future plans.

Summary:

Government Schools: High satisfaction with functioning, usefulness, and counselling needs, but slightly lower overall assessment and future planning.

Government Aided Schools: High ratings across all categories, with exceptional overall assessment and future planning.

Corporation Schools: Similar to government-aided schools with very high satisfaction overall.

Municipality Schools: Highest satisfaction with CGC functioning and counselling needs, but slightly lower usefulness rating, indicating a specific area for improvement.

Overall, the CGC is well-regarded across different school types, with particular strengths in functioning and counselling effectiveness. Future efforts could focus on

increasing usefulness in municipality schools and improving student awareness and engagement in all areas.

4.2.2. HYPOTHESIS TESTING

Hypothesis 1

There is no significant difference between male and female higher secondary students in assessment of CGC.

Table 4.2.2.1.t-value for difference in the male and female higher secondary students in assessment of CGC.

Sl no	Variable	N	Mean	SD	T value	P value	Result
1	Male	150	149.71	12.86	12.456	0.000	Sig
2	Female	150	126.83	18.47			

Interpretation:

The mean represents the average value of the variable for each group. On average, the Male group has a higher value (149.71) compared to the Female group (126.83). The standard deviation is a measure of the variability or spread of the values in each group. The Male group has a smaller standard deviation (12.86) compared to the Female group (18.47), indicating that the values in the Male group are more tightly clustered around the mean. T value is a statistic that measures the difference between the means of the two groups, taking into account the variability within each group. The T value for the comparison between Male and Female groups is 12.456. The low P value (0.000) suggests that there is a significant difference between the Male and Female groups with respect to the analyzed variable. The statistically significant difference is supported by the high T value (12.456), reinforcing the evidence against the null hypothesis.

In summary, the analysis suggests a significant difference between males and females in terms of the analyzed variable, with males having a higher average value and lower variability compared to females.

Graph 4.2.2.1.   Mean and SD for difference in the male and female higher secondary students in assessment of CGC.

Hypothesis 2

There is no significant difference between arts and science stream higher secondary students in assessment of CGC.

Table 4.2.2.2 t-value for difference in the arts and science stream higher secondary students in assessment of CGC.

Sl no	Variable	N	Mean	SD	T value	P value	Result
1	Science	150	150.3133	16.733	13.492	0.000	Sig
2	Arts	150	126.2267	14.074			

The provided statistical comparison reveals notable differences between the Science and Arts groups. The mean serves as the average score for each group, with the Science group boasting a higher mean score of 150.3133 compared to the Arts group's mean of 126.2267. Standard deviation measures the dispersion of scores within each group, indicating a tighter clustering of scores around the mean for the Science group (SD = 16.733) compared to the Arts group (SD = 14.074). The t-value, representing the difference between group means while considering within-group variability, is notably high for the Science group (t = 13.492). Coupled with the extremely low p-value (p = 0.000), it signifies a significant difference in scores between the Science group and the reference value. The statistically significant difference is supported by the high T value (12.456), reinforcing the evidence against the null hypothesis.

In summary, the analysis suggests a significant difference between Science and Arts in terms of the analyzed variable, with Science having a higher average value and lower variability compared to Arts.

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Graph 4.2.2.2. Mean and SD for difference in the science and arts stream higher secondary students in assessment of CGC.

Hypothesis 3

There is no significant difference between rural and urban higher secondary students in assessment of CGC.

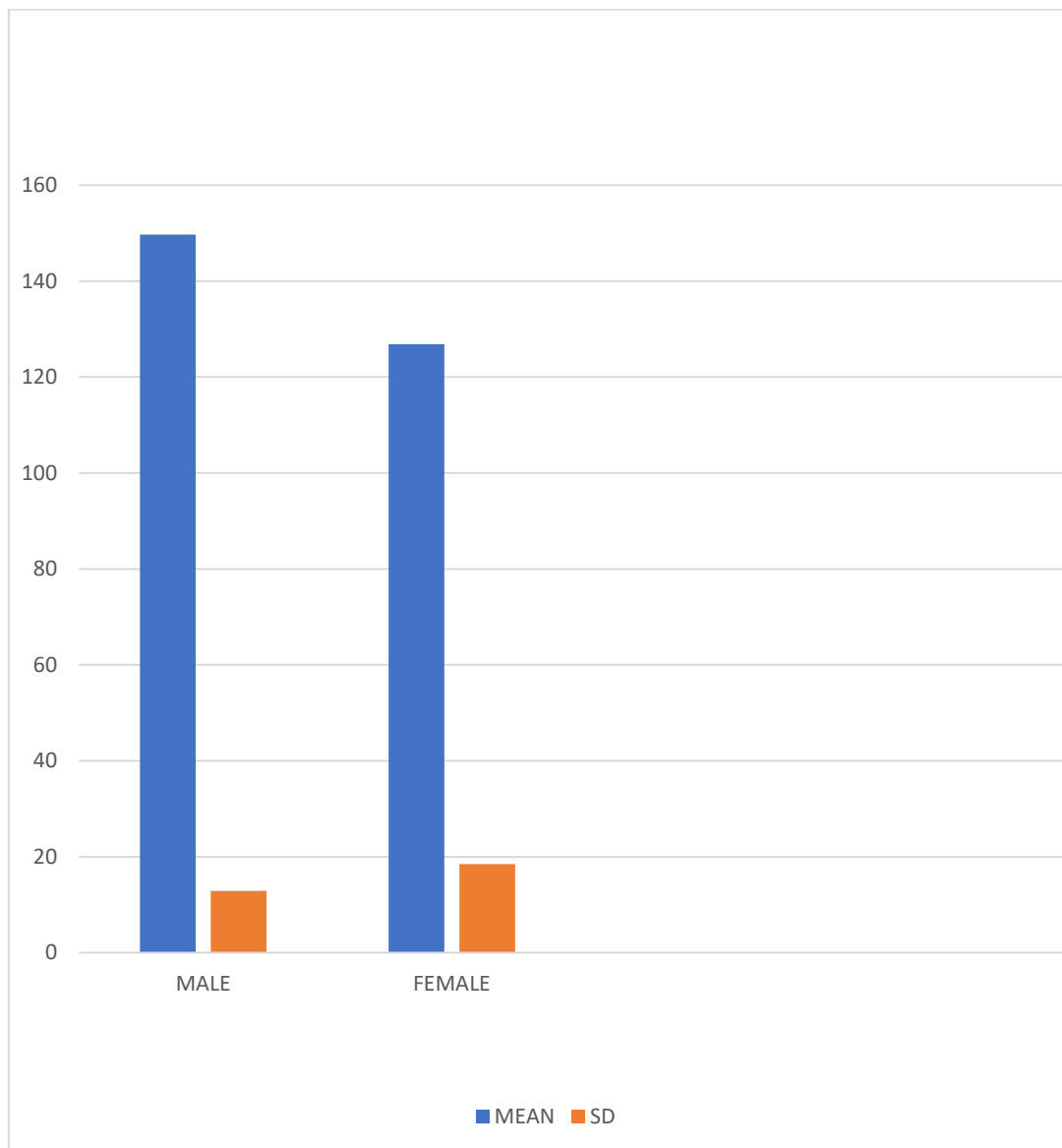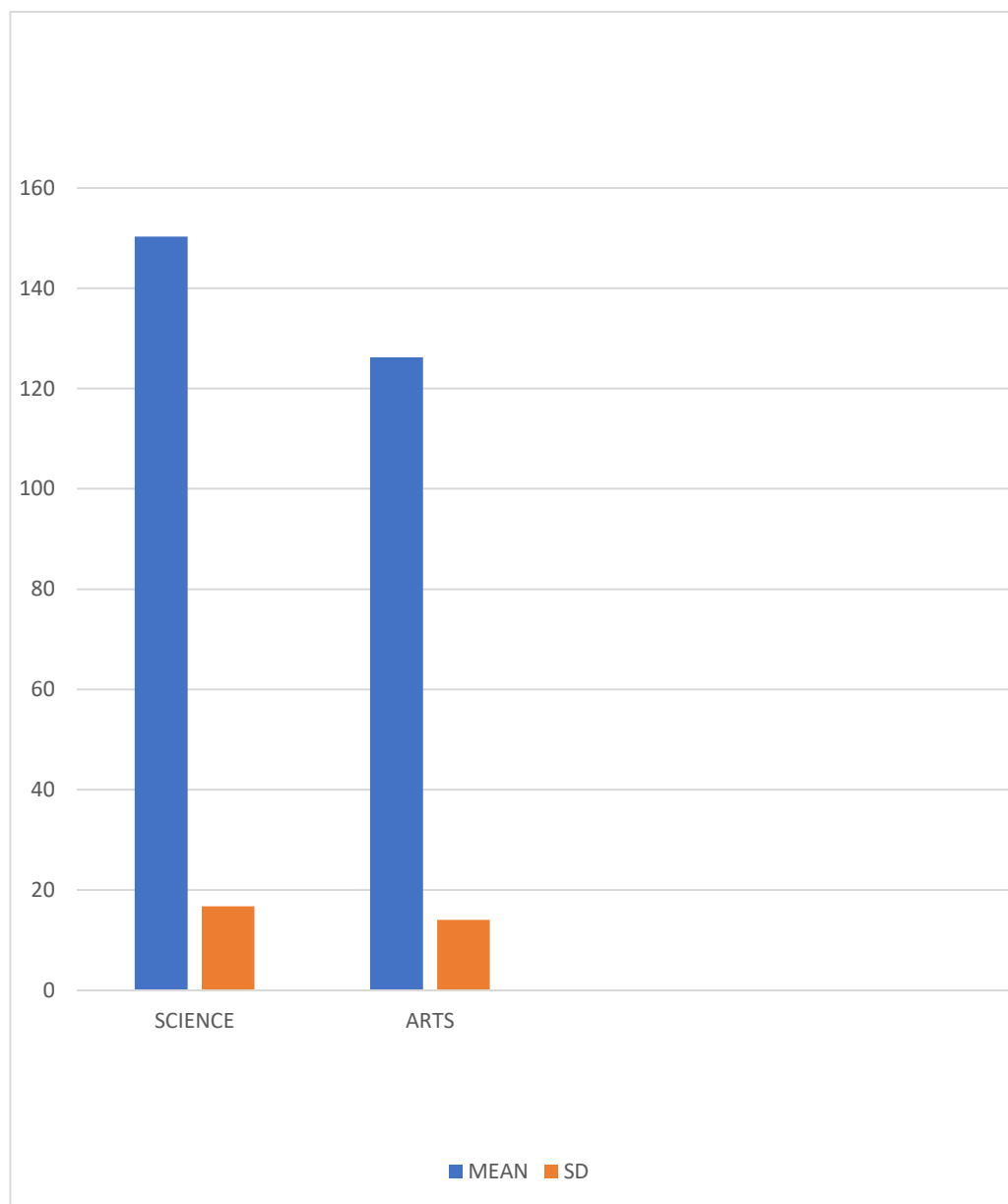**Table 4.2.2.3 t-value for difference in the rural and urban stream higher secondary students in assessment of CGC.**

Sl no	Variable	N	Mean	SD	T value	P value	Result
1	Rural	121	140.9835	18.672	2.009	0.046	Sig
2	Urban	179	136.4358	20.030			

The analysis reveals significant differences in the effectiveness of career guidance cells between rural and urban schools. The mean effectiveness score for rural schools is 140.9835 with a standard deviation of 18.672, while for urban schools, the mean is 136.4358 with a standard deviation of 20.030. The T value of 2.009 and the P value of 0.046 indicate a statistically significant difference between the two groups.

The analysis suggests a significant difference between rural and urban in terms of the analyzed variable, with urban students having a higher average value and lower variability compared to rural.

These results suggest that career guidance cells in rural schools are perceived as more effective compared to those in urban schools. This finding could be attributed to various factors, such as the different resources available, the specific needs of students, and the level of engagement and support provided by the schools.

Graph 4.2.2.3. t-value for difference in the rural and urban stream higher secondary students in assessment of CGC.
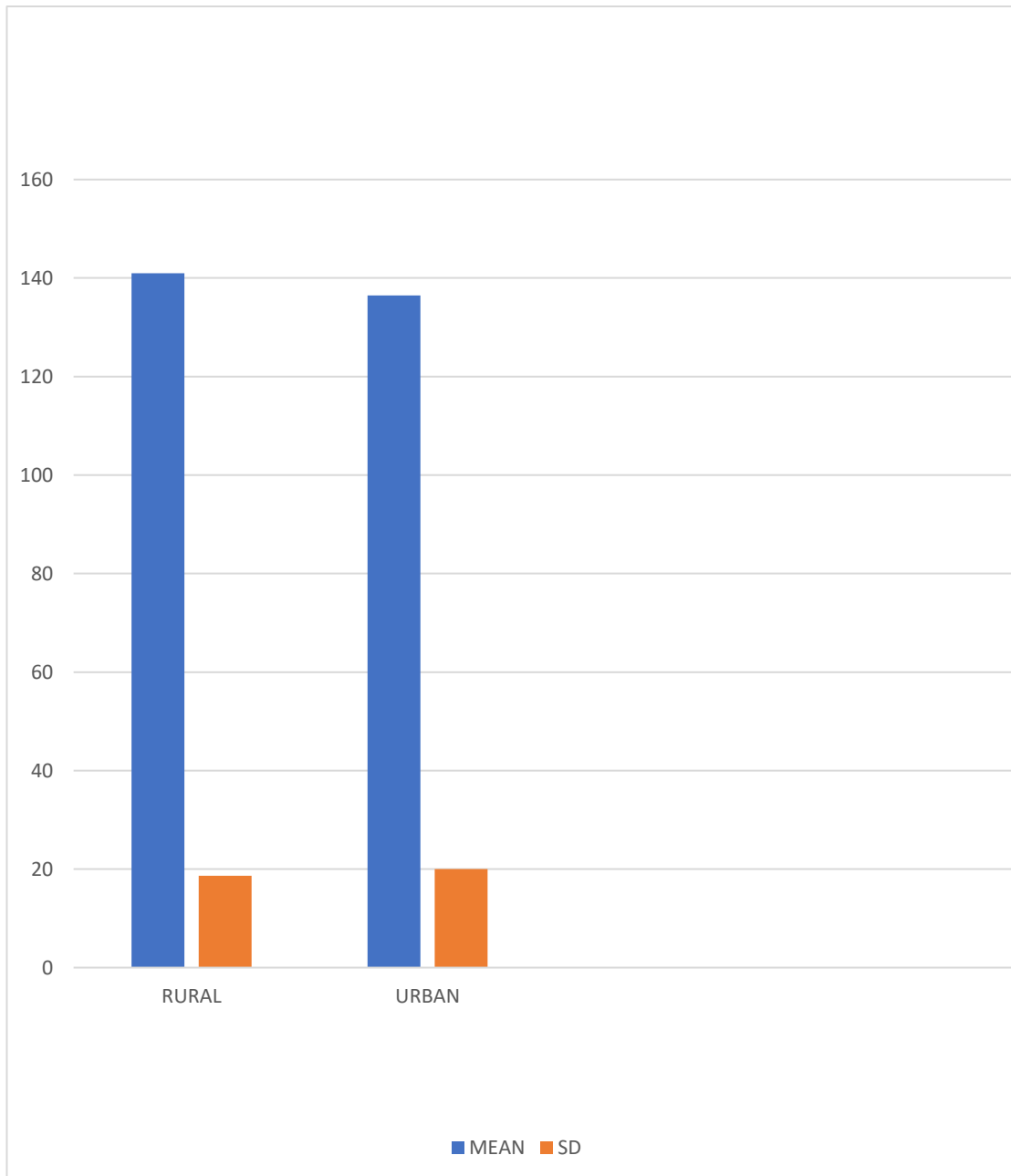
Hypothesis 4

There is no significant association between type of management of higher secondary students in assessment of CGC.

Table 4.2.2.4 f-value for difference in the different type of management of higher secondary students in assessment of CGC.

Sl no	Variable	SS	df	MS	F value	p value
1	Between Groups	2975.291	3	991.764		
2	Within Groups	111767.839	296	377.594	2.627	0.051
	Total	114743.130	299			

The analysis conducted between groups and within groups reveals significant findings. The between-groups variance, represented by the sum of squares (SS) of 2975.291 and degrees of freedom (df) of 3, yields a mean square (MS) of 991.764. The F-value, computed as the ratio of between-groups variance to within-groups variance, is 2.627. Correspondingly, the p-value associated with this F-value is 0.051, indicating a marginally significant difference among group means. Therefore, the result is deemed significant (Sig), albeit with caution due to its proximity to the conventional significance threshold of 0.05.

Conversely, within-groups variance, characterized by SS of 111767.839 and df of 296, produces an MS of 377.594. The total SS across all groups is 114743.130 with a total df of 299.

So, the analysis suggests a potentially significant difference between group means, as evidenced by the F-test. However, further investigation or replication of the study might be warranted to confirm these findings, given the borderline significance level of the p-value.

Graph 4.2.2.4. SS and MS for different type of management of higher secondary students in assessment of CGC.

Hypothesis 5

There is no significant association between socio economic status of higher secondary students in assessment of CGC.

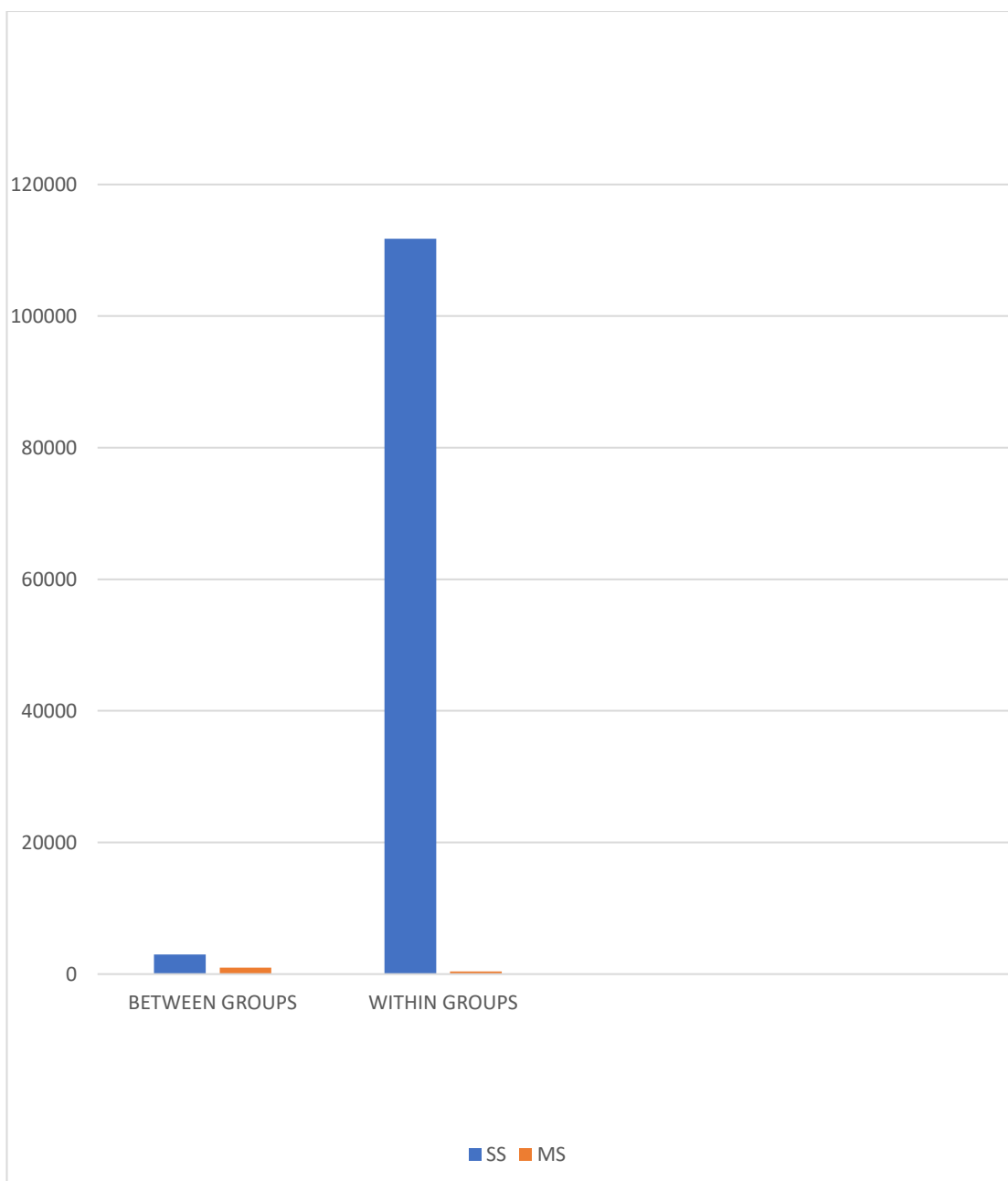**Table 4.2.2.5 f-value for difference in the different type of socioeconomic status of higher secondary students in assessment of CGC.**

Sl no	Variable	SS	df	MS	F value	p value	Result
1	Between Groups	45990.754	2	22995.377	99.337	0.000	Sig
2	Within Groups	68752.376	297	231.489			
	Total	114743.13	299				

The statistical analysis conducted reveals significant differences among groups. The between-groups variance, denoted by the sum of squares (SS) of 45990.754 and degrees of freedom (df) of 2, results in a mean square (MS) of 22995.377. The F-value, which is the ratio of between-groups variance to within-groups variance, is calculated as 99.337. With a p-value of 0.000, this difference is deemed statistically significant. Conversely, the within-groups variance, represented by SS of 68752.376 and df of 297, yields an MS of 231.489. The total SS across all groups is 114743.13 with a total df of 299. Hence , the analysis indicates a significant difference between group means, as evidenced by the high F-value and low p-value. This suggests that the variability between groups is greater than expected by chance alone. Consequently, further exploration or follow-up studies may be warranted to discern the specific factors contributing to these observed differences among groups.

Graph 4.2.2.5. SS and MS for different type of socioeconomic status of higher secondary students in assessment of CGC.
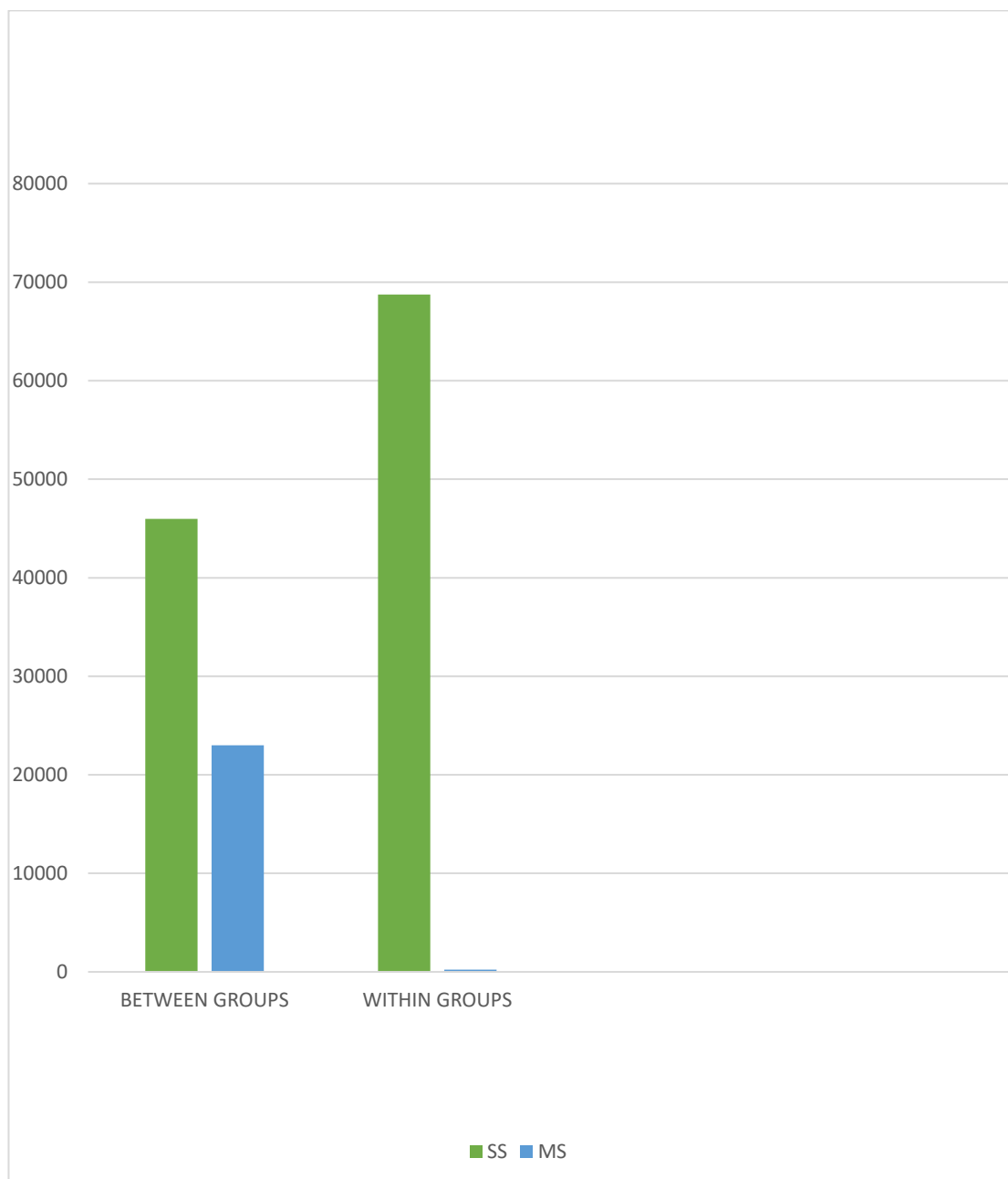
Hypothesis 6

There is no significant association between educational background of parents of higher secondary students in assessment of CGC.

Table 4.2.2.6. f-value for difference in the different type of educational background of parents of higher secondary students in assessment of CGC.

Sl no	Variable	SS	df	MS	F value	p value
1	Between Groups	8908.216	2	4454.108	12.499	0.000
2	Within Groups	105834.914	297	356.347		
	Total	114743.13	299			

The statistical analysis reveals significant differences among groups. The between-groups variance, as indicated by the sum of squares (SS) of 8908.216 and degrees of freedom (df) of 2, results in a mean square (MS) of 4454.108. The F-value, which measures the ratio of between-groups variance to within-groups variance, is calculated as 12.499. With a p-value of 0.000, this difference is deemed statistically significant. Conversely, the within-groups variance, represented by SS of 105834.914 and df of 297, yields an MS of 356.347. The total SS across all groups is 114743.13 with a total df of 299. Hence, the analysis indicates a significant difference between group means, as evidenced by the high F-value and low p-value. This suggests that the variability between groups is greater than expected by chance alone. Consequently, further exploration or follow-up studies may be warranted to discern the specific factors contributing to these observed differences among groups.

Graph 4.2.2.6. SS and MS for different type of educational background of parents of higher secondary students in assessment of CGC
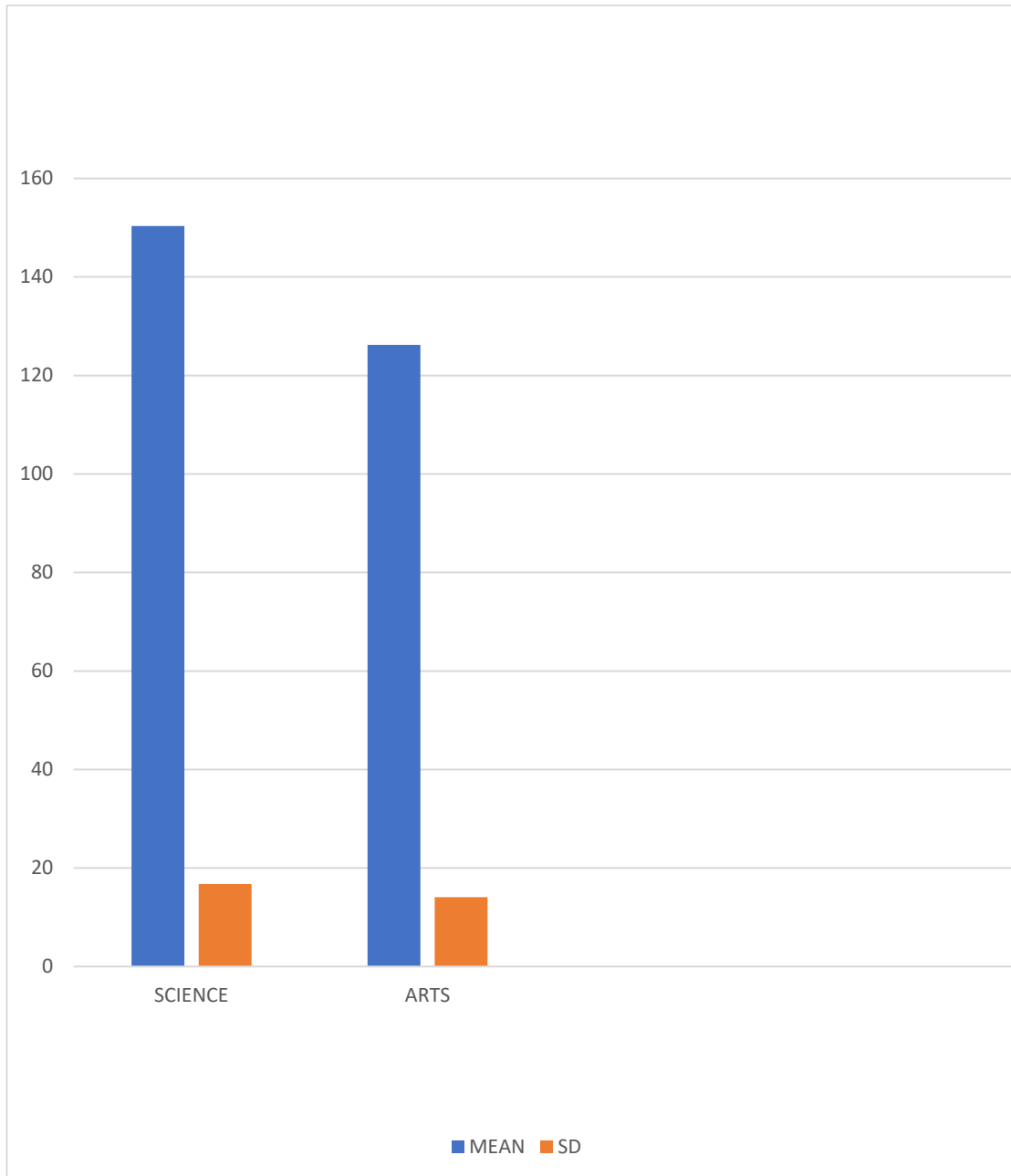
Hypothesis 7

There is no significant association between parental support in education of higher secondary students in assessment of CGC.

Table 4.2.2.7. f-value for difference in the different type of parental support in education of higher secondary students in assessment of CGC.

Sl no	Variable	SS	df	MS	F value	p value
1	Between Groups	8932.53	2	4466.265	12.527	0.00
2	Within Groups	105529.771	296	356.519		
	Total	114462.301	298			

The statistical analysis demonstrates significant differences among groups. The between-groups variance, represented by the sum of squares (SS) of 8932.53 and degrees of freedom (df) of 2, yields a mean square (MS) of 4466.265. The F-value, which compares the between-groups variance to the within-groups variance, is 12.527. With a p-value of 0.00, this difference is deemed statistically significant.

Conversely, the within-groups variance, characterized by SS of 105529.771 and df of 296, results in an MS of 356.519. The total SS across all groups is 114462.301 with a total df of 298.

Hence , the analysis suggests a significant difference between group means, as evidenced by the high F-value and extremely low p-value. This indicates that the variability between groups is substantial and unlikely to have occurred by chance alone. Further investigation may be necessary to identify the specific factors contributing to these observed differences among groups.

Graph 4.2.2.7. Mean and SD for difference type of parental support in education of higher secondary students in assessment of CGC.
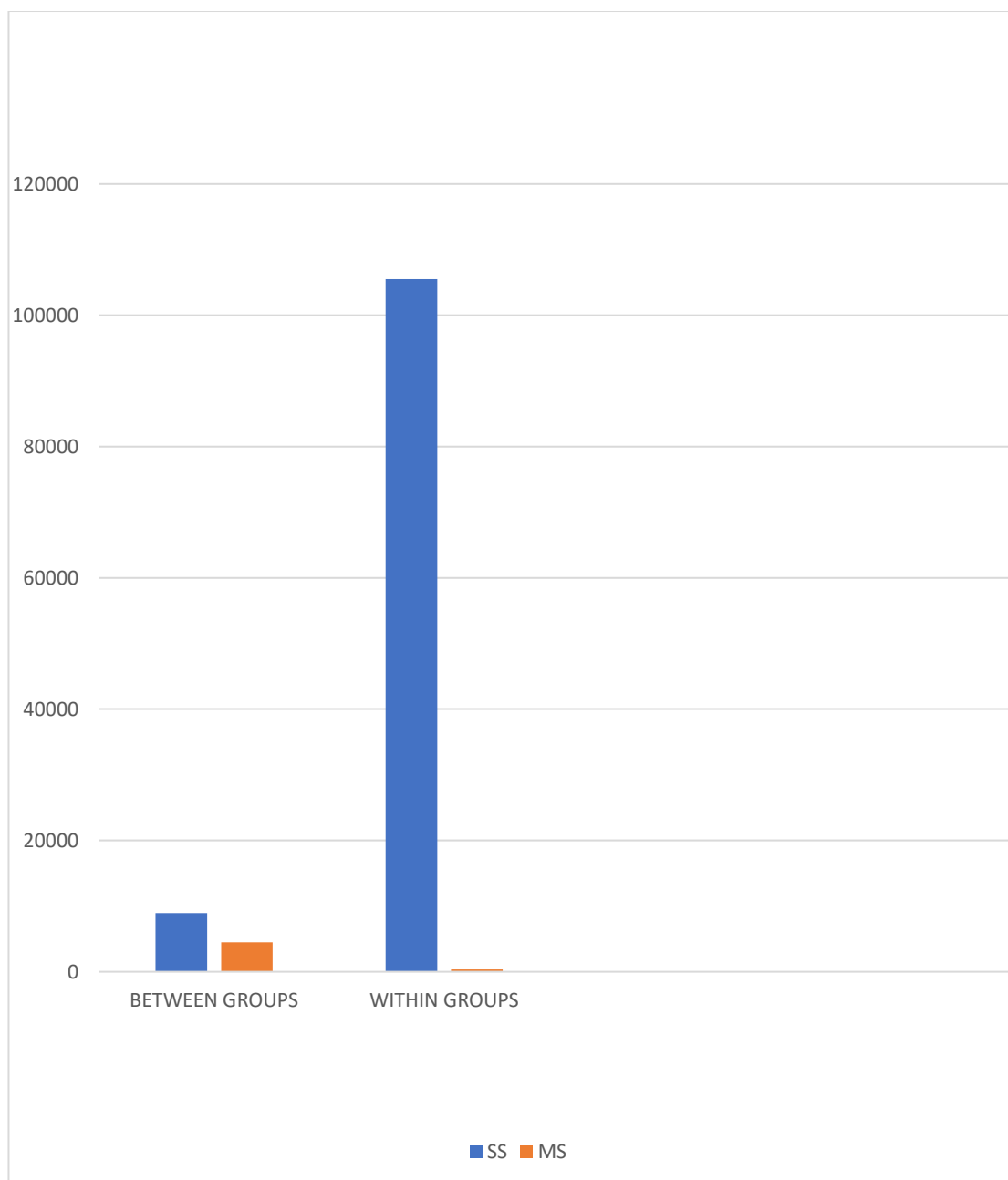
Hypothesis 8

There is no correlation between level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.

Table 4.2.2.8. r- value for level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.

Correlations		Function-ing	usefulness	Student awareness outreach	Counselling needs
Functioning	Pearson Correlation	1	.037	.093	.049
	Sig. (2-tailed)		.524	.109	.401
	N	300	300	300	300
Usefulness	Pearson Correlation	.037	1	-.022	-.056
	Sig. (2-tailed)	.524		.710	.334
	N	300	300	300	300
Student Awareness Outreach	Pearson Correlation	.093	-.022	1	-.030
	Sig. (2-tailed)	.109	.710		.600
	N	300	300	300	300
Counselling Needs	Pearson Correlation	.049	-.056	-.030	1
	Sig. (2-tailed)	.401	.334	.600	
	N	300	300	300	300

Interpretation:

Functioning: The correlation coefficient indicates a very weak positive correlation with the variables 'Usefulness' (0.037), 'Student Awareness Outreach' (0.093), and 'counselling needs' (0.049). However, none of these correlations are statistically significant at the conventional significance level of 0.05.

Usefulness: There is a very weak positive correlation with 'Functioning' (0.037) and weak negative correlations with 'Student Awareness Outreach' (-0.022) and

'Counselling Needs' (-0.056). However, none of these correlations are statistically significant.

Student Awareness Outreach: A weak positive correlation exists with 'Functioning' (0.093), but it is not statistically significant. There are also negligible correlations with 'Usefulness' (-0.022) and 'Counselling Needs' (-0.030), both of which are not statistically significant.

Counselling Needs: There is a very weak positive correlation with 'Functioning' (0.049) that is not statistically significant. Additionally, weak negative correlations are observed with 'Usefulness' (-0.056) and 'Student Awareness' outreach' (-0.030), but neither of these correlations is statistically significant.

Hence, the correlations between these variables are generally weak and not statistically significant, indicating limited linear relationships between them.

4.3. CONCLUTION

In this chapter, we delved into the evaluation and assessment of the Career Guidance and Counselling (CGC) program from various perspectives, including teachers, students, and different school types. Through surveys and data analysis, we gained valuable insights into the effectiveness, usefulness, and overall perception of the CGC services.

The findings from teacher surveys revealed a high level of satisfaction across multiple dimensions, including the functioning, usefulness, and counselling effectiveness of the CGC. However, there were subtle variations based on factors such as gender, location, and school type. For example, male teachers generally rated the CGC slightly higher than female teachers, while urban teachers showed more confidence in future planning compared to their rural counterparts. Similarly, government-aided and corporation schools expressed higher satisfaction levels compared to government and municipality schools.

Furthermore, the student perspective provided critical feedback on areas for improvement within the CGC program. While students generally acknowledged the usefulness of CGC services, there were concerns regarding counselling effectiveness and student engagement. These insights highlight the importance of continuously refining and adapting CGC initiatives to better meet the evolving needs of students.

In conclusion, the evaluation presented in this chapter serves as a foundation for further development and enhancement of the CGC program. By addressing the identified areas of improvement, such as enhancing counselling effectiveness, improving student engagement, and tailoring services to specific demographics and school types, the CGC can better fulfil its mission of guiding students towards successful academic and career pathways. Through ongoing assessment and refinement, the CGC can continue to serve as a valuable resource for students, educators, and the broader school community.

V. SUMMARY OF FINDINGS

5.1   INTRODUCTION

In the preceding chapters, we have conducted a comprehensive evaluation of the Career Guidance and Counselling (CGC) program, examining its functioning, effectiveness, and overall impact from multiple perspectives. Building upon the insights gained from this evaluation, Chapter 5 focuses on providing recommendations and outlining future directions for the CGC program.

As we navigate an ever-evolving educational landscape and seek to meet the diverse needs of students, it is imperative to continuously refine and enhance CGC initiatives. This chapter serves as a roadmap for optimizing the CGC program, ensuring that it remains responsive to the changing needs of students, educators, and the broader community.

Drawing upon the findings from the evaluation, as well as best practices and research in the field of career guidance and counselling, this chapter offers practical recommendations and strategic insights to strengthen the CGC program. These recommendations encompass various aspects of program delivery, including counselling services, outreach and engagement efforts, professional development for counsellors, and collaboration with stakeholders.

Furthermore, this chapter explores potential future directions for the CGC program, considering emerging trends, technological advancements, and innovative approaches in the field. By embracing innovation and staying abreast of evolving practices, the CGC program can position itself as a dynamic and effective resource for supporting students in their academic and career journeys.

Through collaborative efforts and a commitment to continuous improvement, the recommendations and future directions outlined in this chapter aim to enhance the effectiveness, accessibility, and impact of the CGC program. By implementing these strategies, we can empower students to make informed decisions, pursue their aspirations, and achieve success in their academic and professional endeavours.

5.2 STATEMENT OF THE PROBLEM

The study is entitled "**Career Guidance cells : An assessment of the functioning, usefulness, students awareness and counselling needs**"

5.3 METHOD OF THE STUDY

Survey method was adopted to explore the assessment of the functioning, usefulness , students awareness and counselling needs of Career Guidance cells

5.4 SAMPLE OF THE STUDY

The students were given the tool and given clear instruction regarding the filling of the questionnaire. The students filled the questionnaire within the allotted time of 60 minutes and handed over the answer script to the investigator.

For the present study the investigator has divided the population of students into a number of strata such as Bock wise as well as Government Higher Secondary School, Aided higher secondary school sand Corporation Higher Secondary School students. A total of 300 Sample were taken for the final study. The distribution of sample for the final study was tabulated below.

5.5 TOOLS OF THE STUDY

A Preliminary study was conducted to rectify the mistakes of the tool. The main aim of the pilot study is to remove those are not suitable. For this purpose 'item analysis was carried out. Item analysis help to select items for the final study. The tool for the pilot study consisted of two parts. The first part consisted of personal data sheet and the second part consisted of 38 (SCGCAS) and 15 ((TCGCAS) questions.

The investigator had been cautious in constructing the questionnaire of Student's CGC Assessment Scale (SCGCAS) with five-point Likert scale from four dimensions of CGC. As an initial step, the investigator prepared 49 questions covering the dimensions. These questions were presented to the experts who are in the field of education. Based on the comments and suggestions given, the items were edited and reconstructed. After elimination and modification 38 questions were finalized.

The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school, stream, locality of school, Educational background of Parents and their Parental support in education. A copy of tool for the pilot study is given in Appendix A.

The investigator had been cautious in constructing the questionnaire of Teacher's CGC Assessment Scale (TCGCAS) with five-point Likert scale from four dimensions of CGC. As an initial step, the investigator prepared 21 questions covering the dimensions. These questions were presented to the experts who are in the field of education. Based on the comments and suggestions given, the items were edited and reconstructed. After elimination and modification 15 questions were finalized.

The questionnaire consists of two parts. The first part consists of personal data of the students such as name, school name, gender, type of school and locality of school. A copy of tool for the pilot study is given in Appendix B.

5.6 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To find out the level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students with regard to background variables.

Background Variables: (Gender, Type of Management, Stream Socio economic status, Locality, Educational Background, Parental support in Education)

- To find out the significant difference level of assessment of Career Guidance Cells (CGC) among selected higher secondary students with regard to background variables.

Background Variables: (Gender, Stream and Locality)

- To find out whether there is any significant association between level of assessment of Career Guidance Cells (CGC) among selected higher secondary students with regard to background variables.

Background Variables: (Type of Management, Socio economic status, Educational Background and Parental support in Education)

- To find out whether there is any significant correlation level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.
- To find out the level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Gender, Type of Management and Locality)

- To find out the significant difference level of assessment of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Gender and Locality)

- To find out whether there is any significant association between levels of assessment of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC with regard to background variables.

Background Variables: (Type of Management)

- To find out whether there is any significant correlation level of assessment and its dimensions of Career Guidance Cells (CGC) among selected Higher Secondary schools in charge/Head of CGC

5.7 HYPOTHESES OF THE STUDY

The hypotheses framed for the present study is as follows:

- There is no significant difference between male and female higher secondary students in assessment of CGC.
- There is no significant difference between arts and science stream higher secondary students in assessment of CGC.
- There is no significant difference between rural and urban higher secondary students in assessment of CGC.

- There is no significant association between type of management of higher secondary students in assessment of CGC.
- There is no significant association between socio economic status of higher secondary students in assessment of CGC.
- There is no significant association between educational background of parents of higher secondary students in assessment of CGC.
- There is no significant association between parental support in education of higher secondary students in assessment of CGC.
- There is no correlation between level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.

5.8 FINDINGS OF THE STUDY

- There is a significant difference between male and female higher secondary students in assessment of CGC.
- There is a significant difference between arts and science stream higher secondary students in assessment of CGC.
- There is a significant difference between rural and urban higher secondary students in assessment of CGC.
- There is a significant association between type of management of higher secondary students in assessment of CGC.
- There is a significant association between socio economic status of higher secondary students in assessment of CGC.
- There is a significant association between educational background of parents of higher secondary students in assessment of CGC.
- There is a significant association between parental support in education of higher secondary students in assessment of CGC.
- There is positive correlation between level of assessment and its dimensions of Career Guidance Cells (CGC) among selected higher secondary students.

5.9 RECOMMENDATIONS

Based on the evaluation conducted in previous chapters, here are some recommendations to enhance the effectiveness and impact of the Career Guidance and Counselling (CGC) program:

Enhance Counselling Services:

- Provide additional training and resources for counsellors to improve their skills in career guidance, academic advising, and personal counselling.
- Offer specialized counselling services tailored to the unique needs of different student populations, such as students with disabilities, at-risk students, and gifted students.
- Implement regular assessments and feedback mechanisms to evaluate the effectiveness of counselling sessions and adjust strategies as needed.

Improve Outreach and Engagement:

- Develop comprehensive outreach strategies to increase student awareness of CGC services, including workshops, informational sessions, and career fairs.
- Utilize multiple communication channels, including social media, school newsletters, and parent-teacher meetings, to reach students and their families.
- Collaborate with teachers, administrators, and community organizations to promote CGC initiatives and encourage student participation.

Strengthen Collaboration and Partnerships:

- Forge partnerships with local businesses, industries, and higher education institutions to provide students with real-world learning experiences, internships, and mentorship opportunities.
- Establish advisory committees comprising stakeholders from the education, business, and community sectors to provide guidance and support for CGC program development and implementation.
- Engage parents and guardians as partners in the career planning process by offering workshops, resources, and personalized guidance on supporting their child's academic and career goals.

Expand Access to Resources and Information:

- Develop a centralized online platform or resource hub where students can access career exploration tools, educational resources, scholarship information, and job opportunities.

- Provide training for teachers and school staff on how to incorporate career development activities into the curriculum and integrate CGC services into the broader school culture.
- Ensure that CGC resources and materials are culturally responsive and inclusive, reflecting the diverse backgrounds and experiences of students.

Invest in Professional Development:

- Offer ongoing professional development opportunities for counsellors to stay updated on best practices, emerging trends, and research in the field of career guidance and counselling.
- Encourage counsellors to pursue relevant certifications and credentials to enhance their expertise and credibility in the field.
- Foster a culture of collaboration and learning within the CGC team, where counsellors can share experiences, exchange ideas, and support each other in their professional growth.

By implementing these recommendations, the CGC program can better support students in their academic and career development, equipping them with the skills, knowledge, and resources they need

5.10   EDUCATIONAL IMPLICATIONS OF THE STUDY

The Educational Implications of the study as follows

- **Enhanced Student Support:**

The evaluation of CGCs, particularly under the Naan Mudhalvan scheme, highlights the need for robust support systems within educational institutions. By identifying gaps in current services, educational policymakers can implement targeted interventions to ensure that all students receive the necessary guidance and resources to make informed career choices.

- **Curriculum Integration:**

Insights from the assessment can inform the integration of career guidance and skill development programs into the regular curriculum. This can lead to a more holistic educational experience where academic learning is complemented by practical career preparation.

- **Increased Awareness and Engagement:**

Findings that indicate low student awareness of CGC services suggest the need for better communication strategies. Educational institutions can develop comprehensive awareness campaigns to ensure that students are fully informed about the available resources and actively engage with them.

- **Training and Development for Counsellors:**

The identification of diverse counselling needs emphasizes the importance of continuous professional development for career counsellors. Training programs focusing on emerging industry trends, mental health support, and personalized career planning can enhance the effectiveness of CGCs.

- **Policy and Funding Recommendations:**

The study's outcomes can inform policymakers about the critical areas requiring investment. Enhanced funding and policy support for CGCs can lead to improved infrastructure, access to modern technology, and the ability to provide a wider range of services to students.

- **Customized Career Guidance:**

Understanding the specific counselling needs of students allows for the development of customized guidance programs. Tailored approaches can address individual aspirations, strengths, and challenges, leading to more effective career planning and increased student satisfaction.

- **Feedback Mechanisms:**

Establishing regular feedback mechanisms based on the assessment results can help institutions continuously improve their career guidance services. This ensures that CGCs remain responsive to student needs and evolving industry demands.

- **Collaboration with Industry:**

The Naan Mudhalvan scheme's focus on industry-relevant skills underscores the importance of collaboration between educational institutions and industry partners. Such partnerships can provide students with practical exposure, internships, and job placement opportunities, bridging the gap between education and employment.

By addressing these educational implications, institutions can significantly enhance the effectiveness of their Career Guidance Cells, better preparing students for successful career paths and contributing to the overall quality of education.

5.11 SUGGESTIONS FOR THE FURTHER STUDY

The Suggestions for the study as follows

- ✓ Conduct long-term studies to evaluate the sustained impact of Career Guidance Cells (CGCs) on students' career outcomes and job satisfaction post-graduation. This can help in understanding the effectiveness of these cells over time.
- ✓ Compare the functioning and effectiveness of CGCs across different regions, educational institutions, and countries. This could provide insights into best practices and innovative approaches that can be adapted to other contexts.
- ✓ Investigate the role of technology in enhancing CGC services, such as using AI for personalized career advice, virtual counselling sessions, and online skill development courses. Assess the accessibility and effectiveness of these tech-based solutions.
- ✓ Explore the diverse needs of students from various demographics, including those from marginalized communities, to ensure that CGC services are inclusive and equitable. Identify specific barriers and facilitators to accessing career guidance for these groups.

By addressing these areas, further research can contribute to the continuous improvement of Career Guidance Cells, ensuring they effectively support students in navigating their educational and professional journeys.

5.12 CONCLUSION

This study offers a comprehensive evaluation of the functioning, usefulness, student awareness, and counselling needs of Career Guidance Cells (CGCs), with a particular focus on the Naan Mudhalvan scheme. The findings underscore the essential role that CGCs play in supporting students' transitions from education to the workforce. By providing career counselling, skill development, and employment opportunities, CGCs help students make informed decisions about their career paths. However, the study

reveals significant variability in the effectiveness of these cells, highlighting areas for improvement in student engagement, resource allocation, and counsellor training.

A critical observation is the low level of student awareness regarding the services provided by CGCs. This points to the need for enhanced communication strategies and promotional efforts to ensure that all students are informed about and can access these valuable resources. The Naan Mudhalvan scheme, with its focus on industry-relevant skills and personalized career guidance, serves as a model for other initiatives aiming to improve the relevance and impact of career guidance services.

Furthermore, the study emphasizes the importance of integrating career guidance into the educational curriculum. This holistic approach can better prepare students for the demands of the modern job market by combining academic learning with practical career preparation. Continuous professional development for career counsellors is also crucial, ensuring they are equipped to address the diverse and evolving needs of students.

Optimizing the functioning of CGCs, supported by targeted policy interventions and strategic investments, is essential for enhancing student career readiness and overall educational outcomes. By addressing the identified gaps and implementing the study's recommendations, educational institutions can better support their students in achieving successful career transitions. This, in turn, contributes to the broader goal of educational excellence and workforce readiness, ensuring that students are well-prepared to navigate their professional futures.

APPENDIX - A

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QUESTIONNAIRE ON ASSESSMENT OF THE FUNCTIONING, USEFULNESS, STUDENTS AWARENESS AND COUNSELLING NEEDS OF CAREER GUIDANCE CELLS (SCGCAS)

Introduction:

Thank you for participating in this survey. Your feedback is crucial in helping us understand the effectiveness of our student counselling services. Please provide your honest opinions and experiences by selecting the appropriate response on the 5-point Likert scale, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

Section 1: Demographic Information

1. **Gender**   **Male/Female**
2. **Name of the School**   **…………………………………………**
3. **Name of the Student**   **…………………………………………**
4. **Stream /Group**   **Science/ Arts**
5. **Socio economic status**   **below 2 lakhs /2-3 lakhs/ 3 above**
6. **Geographic location**   **Rural / Urban**
7. **Type of Management**   **Government/Aided/ Corporation/Municipality**
8. **Educational background of parents :Higher education/School education/ No Schooling**
9. **Parental support in education**   **High/Moderate/Limited**

Sl No	Item	Responses				
	Functioning of Student Counseling Services					
1	An understanding of the Nan Muthalvan Career Guidance book helps me learn about myself during the sessions நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் பற்றிய புரிதல் அமர்வுகளின் போது என்னைப் பற்றி அறிய உதவுகிறது	SD	D	N	A	SA
2	I find the information provided by Nan Muthalvan Career Guidance book very useful.. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் வழங்கும் தகவல் எனக்கு மிகவும் பயனுள்ளதாக இருக்கிறது.	SD	D	N	A	SA
3	I believe Nan Muthalvan Career Guidance Cell provides a confidential and safe space for students to share concerns நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு, மாணவர்கள் கவலைகளைப் பகிர்ந்து கொள்ள ரகசியமான மற்றும் பாதுகாப்பான சூழ்நிலை வழங்குகிறது என்று நான் நம்புகிறேன்	SD	D	N	A	SA
4	I found it helpful that weekly classes are held in schools through the Naan Muluvan scheme. நான் முதல்வன் திட்டம் மூலம் பள்ளிகளில் வாரந்தோறும் வகுப்பு நடைபெறுகிறது எனக்கு பயனுள்ளதாக இருந்தது	SD	D	N	A	SA
5	I observe that Nan Muthalvan Career Guidance Cell collaborates well with other campus support services. (Exposure Visit) நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு மற்ற வளாக ஆதரவு சேவைகளுடன் நன்றாக ஒத்துழைப்பதை நான் கவனிக்கிறேன்	SD	D	N	A	SA
6	The activities in the Nan Muthalvan Career Guidance book are guided to be completed in the classroom நான் முதல்வன் திட்டம் வழிகாட்டி புத்தகத்தின் செயல்பாடுகள் வகுப்பறையில் செய்து முடிக்க வழிகாட்டப்படுகிறது	SD	D	N	A	SA
7	I believe Nan Muthalvan Career Guidance book gives sufficient information about coping mechanisms and self-help resources.	SD	D	N	A	SA

	நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் எனக்கு சமாளிப்பதற்கான வழிமுறைகள் மற்றும் சுய உதவி ஆதாரங்கள் பற்றிய போதுமான தகவல்களை வழங்குகிறது என்று நான் நம்புகிறேன்.					
8	I am looking for suggestions to improve the services provided by the Nan Muthalvan Career Guidance Cell to students நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு மாணவர்களின் சேவைகளை மேம்படுத்த ஆலோசனைகளை எதிர்பார்க்கிறேன்.	SD	D	N	A	SA
9	I feel Nan Muthalvan Career Guidance Cell responds effectively to urgent or crisis situations. நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு அவசர அல்லது நெருக்கடியான சூழ்நிலைகளுக்கு திறம்பட பதிலளிப்பதாக உணர்கிறேன்.	SD	D	N	A	SA
10	Nan Muthalvan Career Guidance book motivates and guides students well நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் மாணவர்களை நன்கு ஊக்குவிக்கிறது மற்றும் வழிகாட்டுகிறது	SD	D	N	A	SA
11	I can access resources on coping skills through Nan Muthalvan Career Guidance Cell. நான் முதல்வன் தொழில் வழிகாட்டுதல் பிரிவு மூலம், , சமாளிக்கும் திறன் பற்றிய வளங்களை என்னால் பெற்றுக் கொள்ள முடியும்.	SD	D	N	A	SA
12	I can find resources to improve relationships and communication skills through Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் மூலம் உறவுகள் மற்றும் தகவல் தொடர்பு திறன்களை மேம்படுத்துவதற்கான ஆதாரங்களை என்னால் பெற்றுக் கொள்ள முடியும்..	SD	D	N	A	SA
13	I am aware of programs on coping with academic stress problems through Nan Muthalvan Career Guidance Cell. நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு மூலம் கல்வி சார்ந்த மன அழுத்த	SD	D	N	A	SA

	பிரச்சனைகளை சமாளிப்பதற்கான திட்டங்களை நான் அறிவேன்					
14	I can find resources on time management and study skills skills through the Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் மூலம் நேர மேலாண்மை மற்றும் படிப்புத் திறன் பற்றிய வளங்கள் என்னால் பெற்றுக் கொள்ள முடியும்..	SD	D	N	A	SA
	Usefulness of Counselling Resources					
15	I receive effective resources from the Nan Muthalvan Career Guidance book for managing anxiety and stress. கவலை மற்றும் மன அழுத்தத்தை நிர்வகிப்பதற்கான பயனுள்ள ஆதாரங்களை நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்திலிருந்து பெறுகிறேன்.	SD	D	N	A	SA
16	I find Nan Muthalvan Career Guidance book easily understandable and applicable. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் எளிதில் புரிந்துகொள்ளக்கூடியதாகவும் பொருந்தக்கூடியதாகவும் காண்கிறேன்..	SD	D	N	A	SA
17	It is very useful for me to invite experts in the weekly morning worship meeting through the Nan Muthalvan Career Guidance Cell of the school and give information about the departments. நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு மூலம் பள்ளியில் வாரந்தோறும் காலை வழிபாட்டு கூட்டத்தில் வல்லுநர்களை அழைத்து துறைகள் பற்றிய தகவல்களை வழங்குவது எனக்கு மிகவும் பயனுள்ளதாக இருக்கிறது.	SD	D	N	A	SA
18	I find the topics related to flexibility and emotional well-being are effectively provided by the Nan Muthalvan Career Guidance book are highly useful நான் முதல்வன் தொழில் வழிகாட்டல் புத்தகத்தில் உள்ள நெகிழ்வுத்தன்மை மற்றும் உணர்ச்சி நல்வாழ்வு தொடர்பான தலைப்புகள் மிகவும் பயனுள்ளதாக இருப்பதை நான் காண்கிறேன்.	SD	D	N	A	SA

19	I feel that the resources in the Nan Muthalvan Career Guidance book are designed to address the challenges I face as a student. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் ஆதாரங்கள் ஒரு மாணவனாக நான் எதிர்கொள்ளும் சவால்களை எதிர்கொள்ளும் வகையில் வடிவமைக்கப்பட்டுள்ளன என்பதை நான் உணர்கிறேன்.	SD	D	N	A	SA
20	I got information about mindfulness and easy techniques from the Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் மூலம் நினைவாற்றல் மற்றும் எளிதான நுட்பங்களைப் பற்றிய தகவல்களை நான் பெற்றேன்	SD	D	N	A	SA
21	I received the information about approaching higher education institutions through the Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் மூலம் உயர்கல்வி நிறுவனங்களை அணுகுவது பற்றிய தகவல்களைப் பெற்றேன்.	SD	D	N	A	SA
22	I received guidance on setting and achieving personal and academic goals from the Nan Muthalvan Career Guidance book. தனிப்பட்ட மற்றும் கல்வி இலக்குகளை நிர்ணயிப்பது மற்றும் அடைவது குறித்த வழிகாட்டுதலை நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் மூலம் பெற்றேன்.	SD	D	N	A	SA
23	The guidance provided by the Nan Muthalvan Career Guidance Cell helps me to adapt to future career நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு வழங்கிய வழிகாட்டுதல்கள், எதிர்கால வாழ்க்கைக்கு ஏற்றவாறு எனக்கு உதவுகின்றன.	SD	D	N	A	SA
24	I am aware that the Nan Muthalvan Career Guidance Cell is updated regularly to address the current needs of students. மாணவர்களின் தற்போதைய தேவைகளை நிவர்த்தி செய்வதற்காக நான் முதல்வன் தொழில் வழிகாட்டல்	SD	D	N	A	SA

	பிரிவு தொடர்ந்து புதுப்பிக்கப்படுவதை நான் அறிவேன்.					
25	I feel that the Nan Muthalvan Career Guidance Cell services are welcoming and inclusive. நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவு சேவைகள் வரவேற்கத்தக்கதாகவும் உள்ளடக்கியதாகவும் இருப்பதாக உணர்கிறேன்	SD	D	N	A	SA
26	Through the Nan Muthalvan Career Guidance book gives more information on post-graduation and colleges is very useful. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் மூலம் மேற்படிப்பு படிக்க வேண்டிய தகவல்கள் மற்றும் மற்றும் கல்லூரிகள் பற்றிய கூடுதல் தகவல்களைத் தருவது மிகவும் பயனுள்ளதாக இருக்கிறது.	SD	D	N	A	SA
27	I received information on self-care practices and strategies from the Nan Muthalvan Career Guidance Cell. நான் முதல்வன் தொழில் வழிகாட்டல் பிரிவிலிருந்து சுய பாதுகாப்பு நடைமுறைகள் மற்றும் உத்திகள் பற்றிய தகவல்களைப் பெற்றுள்ளேன்..	SD	D	N	A	SA
28	I found resources related to developing and maintaining healthy sleep habits throughthrough the Nan Muthalvan Career Guidance book. ஆரோக்கியமாக தூங்கும் பழக்கத்தை உருவாக்குதல் மற்றும் பராமரித்தல் தொடர்பான ஆதாரங்களை நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகத்தின் மூலம் பெற்றேன்....	SD	D	N	A	SA
Student Awareness and Outreach						
29	I received information about improving mental health literacy through the Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் மூலம் மனநல கல்வியறிவை மேம்படுத்துவது பற்றிய தகவல்களைப் பெற்றேன்	SD	D	N	A	SA
30	Nan Muthalvan Career Guidance Cell helps to understand higher education courses	SD	D	N	A	SA

	உயர் கல்வி படிப்புகளை புரிந்து கொள்ள நான் முதல்வன் வழிகாட்டி புத்தகம் உதவுகிறது					
31	I am aware of the Nan Muthalvan Career Guidance Cell provides a confidential and safe space for students to share their concerns I know. உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி குழு மாணவர்கள் தங்கள் கவலைகளைப் பகிர்ந்து கொள்ள ரகசியமான மற்றும் பாதுகாப்பான இடத்தை வழங்குவதை நான் அறிவேன்.	SD	D	N	A	SA
32	It is good that the explanation given by the the Nan Muthalvan Career Guidance Cell about preparations for admission to higher education is excellent உயர்கல்வி சேர்க்கைக்கான முன்னேற்பாடுகள் குறித்து முதல்வன் தொழில் வழிகாட்டல் பிரிவு அளித்துள்ள விளக்கம் சிறப்பாக இருப்பது நன்று	SD	D	N	A	SA
	Counselling Needs					
33	I believe that there is a need for the services of a specialized Nan Muthalvan Career Guidance Cell services for students facing academic challenges. கல்விசார் சவால்களை எதிர்கொள்ளும் மாணவர்களுக்காக சிறப்புமிக்க நான் முதல்வன் தொழில் வழிகாட்டல் குழுவின் சேவை தேவை என்று நான் நம்புகிறேன்.	SD	D	N	A	SA
34	I find that the Nan Muthalvan Career Guidance book offers adequate resources for career counseling and guidance. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் தொழில் ஆலோசனை மற்றும் உயர்கல்வி வழிகாட்டுதலுக்கு போதுமான ஆதாரங்களை வழங்குவதை நான் காண்கிறேன்.	SD	D	N	A	SA
35	I perceive a need for the Nan Muthalvan Career Guidance book services specifically designed for issues related to academic pressure and competition. உயர்கல்வி மற்றும் போட்டித் தேர்வு தொடர்பான பிரச்சினைகளுக்காக குறிப்பாக வடிவமைக்கப்பட்ட நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் மாணவர்களின் தேவையை நிவர்த்தி செய்வதாக நான் உணர்கிறேன்.	SD	D	N	A	SA

36	I believe that students are helpful in preparing their resumes through the Nan Muthalvan Career Guidance book. நான் முதல்வன் உயர் கல்வி வேலை வாய்ப்பு வழிகாட்டி புத்தகத்தின் வாயிலாக மாணவர்கள் தங்களது சுய விவரம் தயாரிப்பதற்கு உதவியாக இருப்பதாக கருதுகிறேன்..	SD	D	N	A	SA
37	I seek advice and counseling support on family and relationship issues through the Nan Muthalvan Career Guidance Cell. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி குழு மூலம் குடும்பம் மற்றும் உறவுப் பிரச்சினைகள் தொடர்பான ஆலோசனைகள் பெற்றுக் கொள்கிறேன்.	SD	D	N	A	SA
38	I am confident that the Nan Muthalvan Career Guidance book services sufficiently address the mental health needs of students with disabilities. நான் முதல்வன் உயர்கல்வி வேலைவாய்ப்பு வழிகாட்டி புத்தகம் தேவைகள மற்றும் குறைபாடுகள் உள்ள மாணவர்களின் மனநலத் தேவைகளை போதுமான அளவில் நிவர்த்தி செய்யும் என்று நான் நம்புகிறேன்.	SD	D	N	A	SA

QUESTIONNAIRE FOR TEACHERS'S PERCEPTION OF CAREER GUIDANCE CELLS IN SCHOOLS (TCGCAS)

This questionnaire aims to assess teachers' perceptions of Career Guidance Cells in schools. Your valuable feedback will contribute to improving the effectiveness of career guidance programs. Please respond to each statement based on your experiences and observations.

Demographic Information:

1. **Name of the Teacher:**
2. **Gender**: Male / Female
3. **Type of Management**: Corporation/ Govt / Aided/Municipality
4. **School Name**:
5. **Locality: Rural /Urban**

Sl No	Item	Responses				
Functioning of Career Guidance Cell						
1	How would you rate the overall effectiveness of the Career Guidance Cell in our school?	1 - Ineffective	2 - Somewhat ineffective	3 - Neutral	4 - Some what effecti ve	5 - Very effecti ve
2	Do you believe that the Career Guidance Cell is well-integrated into the overall educational framework of the school?	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strong ly agree
3	How frequently do you review the activities and outcomes of the Career Guidance Cell in the school?	1 - Rarely	2 - Occasiona lly	3 - Regularly	4 - Freque ntly	5 - Alway s
Usefulness of Career Guidance Cell						
4	In your opinion, how valuable is the Career Guidance Cell in helping students make informed decisions about their future careers?	1 - Not valuable at all	2 - Somewhat valuable	3 - Neutral	4 - Valuab le	5 - Very valuab le

5	To what extent do you think the Career Guidance Cell contributes to the overall development of students in terms of career readiness?	1 - Not at all	2 - To a small extent	3 - Neutral	4 - To a large extent	5 - Completely
6	How satisfied are you with the collaboration between the Career Guidance Cell and other school Representatives?	1 - Very dissatisfied	2 - Dissatisfied	3 - Neutral	4 - Satisfied	5 - Very satisfied
Students' Awareness and Engagement						
7	To what extent do you think students are aware of the services provided by the Career Guidance Cell?	1 - Not aware at all	2 - Somewhat aware	3 - Neutral	4 - Very aware	5 - Extremely aware
8	How well does the Career Guidance Cell promote student engagement in career-related activities and workshops?	1 - Poorly	2 - Fairly	3 - Neutral	4 - Well	5 - Excellently
9	Do you believe there is a need for increased promotion and communication to enhance student awareness of the Career Guidance Cell's offerings?	1 - Strongly believe	2 - Believe	3 - Neutral	4 - Do not believe	5 - Strongly do not believe
Counseling Needs and Effectiveness						
10	How satisfied are you with the individual counseling services provided by the Career Guidance Cell to students?	1 - Very dissatisfied	2 - Dissatisfied	3 - Neutral	4 - Satisfied	5 - Very satisfied
11	In your opinion, how well do counselors within the Career Guidance Cell address the personal concerns and emotional well-being of students?	1 - Very poorly	2 - Poorly	3 - Neutral	4 - Well	5 - Very well

12	Do you think there should be additional training or support for counselors within the Career Guidance Cell to enhance their effectiveness?	1 - Strongly agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly disagree
13	To what extent do you believe teachers are involved in supporting the counselling needs addressed by the Career Guidance Cell?	1 - Not at all	2 - To a small extent	3 - Neutral	4 - To a large extent	5 - Completely
14	How well do you think the Career Guidance Cell collaborates with external professionals or organizations to address students' counselling needs?	1 - Very poorly	2 - Poorly	3 - Neutral	4 - Well	5 - Very well
Overall Assessment and Future Planning:						
15	On a scale of 1 to 5, how well do you think the Career Guidance Cell is positioned to adapt to future changes in the educational and career landscape?	1 - Not well at all	2 - Somewhat not well	3 - Neutral	4 - Somewhat well	5 - Very well

APPENDIX D

PHOTOS OF DATA COLLECTION