

**Nan Mudhalvan Scheme (NMS) - Perception of
Teachers and Students on Career Guidance in
Tirunelveli District**

RESEARCH PROJECT

Submitted to

THE DIRECTOR

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

CHENNAI - 600 006



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2023 – 2024

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CERTIFICATE

This is to certify that the research project entitled, “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” submitted by **M.T.MANJULA DEVI**, Senior Lecturer, DIET, Munanjipatti is a record of bonafide research work done by her and it has not been submitted for the award of any degree, diploma, associateship, fellowship of any University / Institution.

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DECLARATION

I **M. T. Manjula Devi** hereby declare that the report entitled “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” submitted to the State Council of Educational Research and Training, Chennai as the project is a record of original and independent research work done by me during **2023 – 24.**

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ACKNOWLEDGEMENT

First and foremost the investigator praises **GOD ALMIGHTY** without **His** grace nothing would have been possible.

I take this opportunity to express my sincere, heartfelt gratitude and thanks to **The Director, State Council of Educational Research and Training, Chennai – 6** for granting permission and providing the opportunity to complete this project work. I am most grateful to **Dr. S. Esther Rani**, Deputy Director, SCERT, Chennai – 6 for her ideas and thought provoking suggestions to take and complete this project work.

I convey my sincere thanks to Research Project Committee members from university and Education colleges namely **A. Veliappan, Ph.D.**, Assistant Professor (Stage – III), Department of Education, Manonmaniam Sundaranar, University, Tirunelveli – 627 012, **Dr. Yuvaraj T**, Assistant Professor, Department of Psychology, Manonmaniam Sundaranar, University, Tirunelveli, **Dr.A.Micheal J Leo**, Assistant Professos of Education, St.Xavier's College of Education Autonomous, Palayamkottai, Tirunelveli.

I would like to show my greatest gratitude to **Dr P.Golda Grena Rajathi**, Principal, District Institute of Education and Training, Munanjipatti, Tirunelveli District for his valuable supervision, advice and granting permission whenever required to complete this project work in time.

I would like to express my heartiest, deepest, sincere and special gratitude to **Dr B. William Dharma Raja**, Dean, Department of Education, Manonmaniam Sundaranar University, Tirunelvel - 627 012 for the valuable guidance and continuous support.

I express by heartiest thanks to *Dr. G.Anto Boopalarayan*, Principal, District Institute of Education and Training, Vanaramutti, Thoothukudi District for her valuable support and help in the process of my project. The support received from him was vital for the successful completion of this project.

I extend my sincere thanks to *Dr .P. Srinivasan*, Professor and Head, Department of Education, Central University, Thiruvarur, for his sincere support in data analysis.

I extend my sincere thanks to *Mrs. K.Muthusamy*, Chief Education Officer, Tirunelveli, for his sincere support to do this project.

Above all, I owe my gratitude to my beloved *Parents and family members* for their dedication and constant and continuous encouragement for the successful completion of this research project.

Finally, I am indebted to all those who supported me in every little way for the completion of the project work.

M.T.Manjula Devi

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LIST OF ABBREVIATIONS

CG	:	Career and Guidance
GNI	:	Guidance Need Inventory
GIDS	:	Groningen Identity Development Scale
NMS	:	Nan Mudhalvan Scheme
TNSDC	:	Tamilnadu Skill Development Corporation
PSNMS	:	Perception of Students on Nan Mudhalvan Scheme
PTNMS	:	Perception of Teachers on Nan Mudhalvan Scheme

CHAPTER I

Introduction and Conceptual Framework

Introduction and Conceptual Framework

“Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District”.

1.1 Introduction

In Tamil Nadu School Education has undergone a radical change as there is a paradigm shift in the Education system. Shaping the future of a nation depends on teachers and the education they provide in schools. Education is a vast field where one can keep on learning throughout his life without failing to secure moral victory. Education is a process that can motivate children to think, reason, comprehend, analyse and finally learn by using upsurge of information bringing out their hidden knowledge. “The whole of education - intellectual, moral and physical consisted in leading out the innate knowledge, virtues, and powers of the human making the potential actual” (Narayan, 2004).

Conventional beliefs about intelligence have too long been oppressors of the human spirit and antagonists of self-esteem and human potential. Education in a knowledge society should be to reach out to the learners at all levels of education in the

manner that they derive meaning and substance from the educational process and communicate them to creating a sustainable society. (Rajkumar & Hema, 2018).

Education is a long and continuous process that involves both learner and educator. It's primarily concerned with the students' performance and structural measurements that has a poor rapport with the curriculum and instruction without entertaining the effect of the program on the students (Kallick and Wilson, 2011).

In the classroom, every learner aspires to acquire knowledge and develop analytical skills. He has his own behavior, capabilities, attitudes and learning style which are different from his peers. All these learning outcomes have to be measured through evaluation. Evaluation determines the progress and performance of the students in the classroom in terms of quantity and quality of learning.

Evaluation of students will allow teachers to identify the strength and weaknesses of students. Evaluation is classified according to the period in which it is conducted. Formative evaluation is conducted during instruction. It is used to monitor students' progress and obtain ongoing feedback about strengths and weaknesses of both the students and the teachers. Summative evaluation occurs at the end of unit, course or term. It aims to assess and determine the effectiveness of an educational program. Diagnostic evaluation is administered prior to instruction, it aims to determine the starting point and identify needed prerequisite skills and learning difficulties (Del Socorro *et al*; 2011).

Teachers play significant role in pleasing quality education and in determining the future and assembly of a nation. Teachers teach the ways of life, channelize early stages power and die their character. In a real sense, the teachers are the backbone of the nation. A teacher should act as a motivational force and should be able to create a

learning environment in which students are Encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties (Nagoba and Mantri, 2015).

1.2 Education

Education of man does not begin at school, it begin our birth. Hence Education is a lifelong process. The concept of education is still in the process of evaluation and this process will never come to an end. Education is the most important invention of mankind; it is more important than student's invention of tools, machines, spacecraft, medicine, weapons and even of language too was the product of our education.

The complete transformation from earlier means of livelihood to the present modern society, it has been a tremendous achievement on the part of those who have invested in the right type of educational system. It educates its students about achieving the very best and providing others with equal amount of opportunities to make a significant contribution (Erten, 2007).

Educational aims are correlated to ideals of life. Education is also to mould children into human persons committed to operating for the creation of human communities of affection, freedom, justice, and harmony. Students are to be molded only by make them knowledge and talent importance of these standards in the school itself. Teachers could manage this only by the lived of their lives manifested in hundreds of little and big communication with students in word and action. (Aggarwal, 2005)

As a general rule, there is no single process or event, which is controlled by a single factor. Likewise student's achievement is also controlled by a group of factors, which are almost similar to those affecting achievement. Teaching and testing are the main responsibilities of a teacher (Saxena,1996).

1.3 Career Guidance and Counseling

In 1954, the Central Bureau of Educational and Vocational Guidance, now a part of the National Council of Educational Research and Training, was set up by the Ministry of Education, Central Government of India which has been rendering valuable service ever since it was established in the field of guidance

Counseling is a process that deals with emotional, social, work, school, and physical health concerns people may have at different stages in their lives, focusing on typical life stresses and more severe issues with which people may struggle as individuals and as a part of families, groups and organization

The adolescent years are a transitional period. There are several ups and downs, stress, and strain during this period. Throughout the developmental span of human life, adolescence and young adulthood are very crucial stages. During this time, individuals can either be shaped and molded into an asset or, at the other extreme, rendered useless and redundant, turning into a liability for the nation. There are various challenges they face at this stage, for which guidance is needed.

Attitudes of counselees towards guidance and counseling may indicate their willingness to accept, patronize, or use counseling services. Counseling cannot create any positive change without students' acceptance, patronization, and usage of the service. Counseling when appropriately adapted has the potential to moderate student issues, which are seen largely as manifestations of misunderstood identities, confusion of self, and maladaptation of personality.

Well-adjusted students provide a more suitable environment for learning and teaching. Nonetheless, school counseling as a strategy for moderating students' behavior has a great deal to do with how students perceive it and the reaction it invokes. Even though its importance for individual and national development has

long since been recognized, little research has been conducted on students' perceptions of and attitudes toward this special educational service.

Adjustment Function

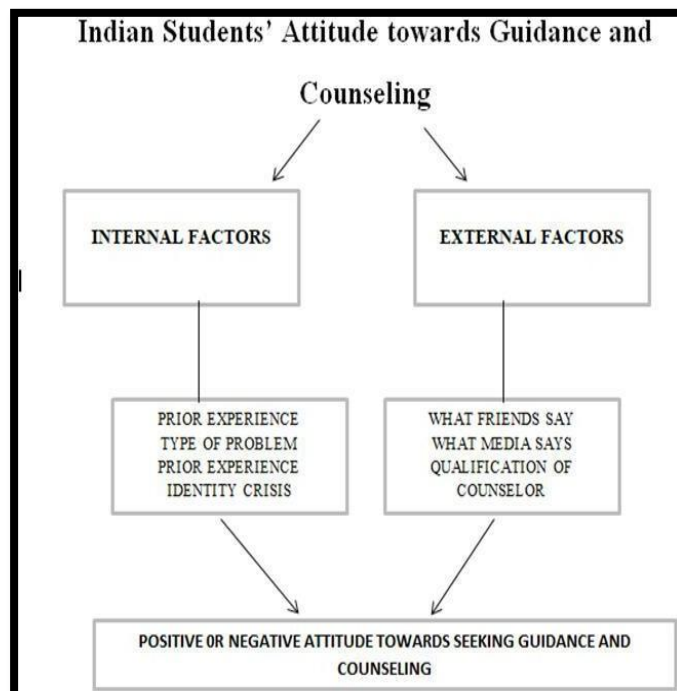
In guidance and counseling, students are provided individualized aid to help them make the most appropriate adjustments to their current situation in the educational setting, in their occupation, at home, and in their communities.

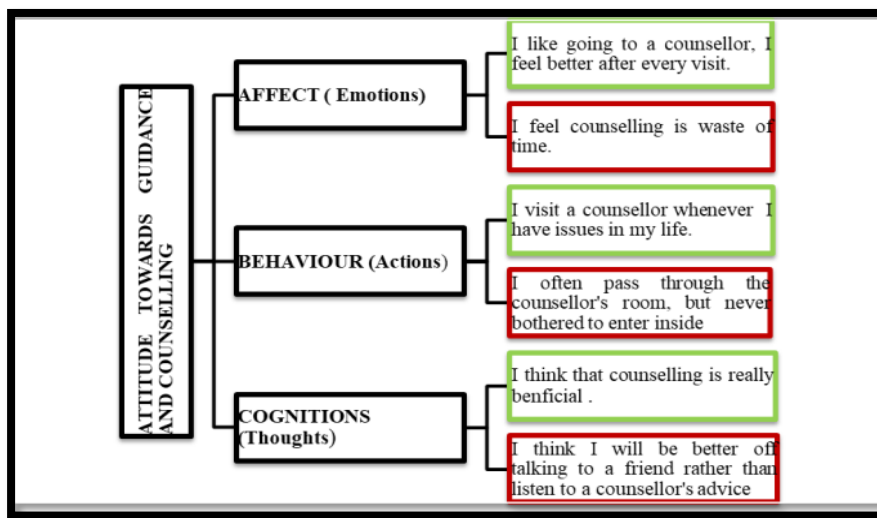
Orientation Function

Students are guided towards long-term personal goals by orienting them in career planning, and educational programming, since planning, is an important part of preparing for future education and career.

Developmental Function

Counseling and guidance act as tools to help students achieve self-realization and develop their potential. They play an important function of advancing social welfare as well as being an instrument for developing a nation.





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1.3.1 Need of Career Guidance

1. Career Exploration and Awareness

Many students lack awareness about the vast array of career options available to them. Career counselling helps students explore diverse professions, industries, and emerging fields. By introducing students to various career possibilities, you can make well-informed choices based on your interests, aptitudes, and passion.

2. Maximizing Strengths and Skills

Every student possesses unique strengths and skills. Career guidance counsellors conduct assessments to identify and match these strengths with suitable career options. Students can excel and thrive in their chosen fields by aligning their skills with the right career path.

3. Higher Education and Course Selection

Higher education plays a pivotal role in career development. Career counselling career guides students in selecting the right courses and educational institutions that align with their career aspirations. This ensures students receive the necessary knowledge and qualifications to enter their desired professions.

4. Skill Development and Training

In a competitive job market, possessing the right skills is crucial. Career guidance and counselling identify areas where students can improve and provide guidance on skill development. Career counselling in India may recommend workshops, certifications, or training programs that enhance a student's employability.

5. Personalised Guidance

Each student's career journey is unique. Career counselling offers personalized guidance, taking into account a student's student preferences, interests, and circumstances. This tailored approach ensures that students receive relevant advice and support that resonates with their needs.

1.3.2. Benefits of Career Guidance

Career counselling offers many advantages for students at various stages of their academic and professional lives. Here are the advantages of career counselling:

1. Self-Discovery and Clarity

Students gain a deeper understanding of their strengths, interests, values, and passions through various assessments and discussions.

2. Informed Decision-Making

Career counsellors provide students with comprehensive information about career paths, job opportunities, industries, and educational programs.

3. Successful Career Planning

Career counsellors assist students in charting a strategic career plan with specific milestones and timelines. This goal-oriented approach keeps students focused and motivated on their path to success.

4. Skill Development and Enhancement

Career counsellors evaluate the student's current skill set and recommend skill development opportunities, training programs, and workshops that enhance the student's employability and competitiveness in the job market.

5. Overcoming Career Challenges

Whether it's uncertainty about career choices, fear of failure, or dealing with workplace challenges, career counselling provides emotional support and guidance. Career counsellors empower students to overcome obstacles and setbacks, building resilience.

6. Greater Job Satisfaction

By aligning career choices with personal interests and values, students are more likely to experience job satisfaction and fulfilment. Career counselling helps students find careers that resonate with their passions, leading to a more gratifying professional life.

7. Personalised Support

Career counselling provides personalized support tailored to the student's needs and goals. The one-on-one interaction with a career counsellor ensures that the guidance offered is relevant and resonates with the student's unique circumstances.

8. Boosting Confidence

As students gain a clearer sense of self and their career goals, their confidence grows. Career counselling helps boost self-confidence and self-assurance, empowering students to pursue their ambitions with conviction.

9. Lifelong Learning and Adaptability

Career counselling promotes the value of lifelong learning and professional development. students are encouraged to stay updated on industry trends, technologies, and skills, ensuring they remain adaptable in a rapidly changing job market.

1.3.3 The Process of Career Counselling

Career guidance programs help students with self-discovery and planning, and can embark on a fulfilling and successful journey towards their dream careers.

Career counselling is a structured and dynamic process designed to assist students in making informed decisions about their career paths. This comprehensive process involves several stages, each aimed at uncovering the student's strengths, interests, and aspirations to guide them towards a fulfilling and successful career.

1. Initial Assessment: Building a Foundation

The career counselling process typically begins with an initial assessment, where the career counsellor gathers essential information about the student seeking guidance.

This assessment involves discussing the students:

- Educational background
- Work experiences
- Interests, hobbies
- Strengths, and areas of improvement.

Additionally, career guidance at school may employ counsellors to conduct standardized tests and questionnaires to gain a deeper understanding of the student's personality traits, aptitudes, and preferences.

2. Self-Exploration: Uncovering Interests and Passions

Once the career counsellor has gathered relevant information, the focus shifts to self-exploration. During this phase, the student engages in activities, exercises, and discussions that promote self-awareness.

Various tools, such as interest inventories and personality assessments, aid in this discovery process.

3. Career Exploration: Discovering Diverse Opportunities

One of the most apparent reasons why career guidance is important is because experienced career counsellors reveal students to a wide array of career options and industries. At a time when careers and the job market are so dynamic, detailed discussions to gain insights into the various career paths available to them.

4. Goal Setting: Charting the Path Ahead

Goal setting provides a roadmap for the student's career journey and keeps them motivated and focused on their objectives. These goals are personalized, considering the student's aspirations and the practical steps required to reach the desired destination.

5. Skills and Training Assessment: Enhancing Employability

If your school employs a career counsellor, they help identify areas that require improvement and suggest appropriate skill development opportunities, workshops, or further education. Enhancing skills and knowledge ensures that the student is better equipped for the chosen career path and increases employability.

6. Decision-Making Support: Weighing Options

Under career counsellors' guidance and support, you evaluate different options, weighing the pros and cons of each choice. This process ensures that students make well-informed decisions that align with their values, interests, and long-term aspirations.

7. Action Plan: Mapping the Career Journey

The career counselling for students' action plan outlines the steps the student needs to take to achieve their career goals by being accountable. It includes specific actions, timelines, and resources to progress towards the desired career path.

8. Follow-Up and Support: Continuing Guidance

Career counselling doesn't end with the creation of an action plan. Career counsellors provide ongoing support and follow-up to ensure that students are making progress towards your goals. They offer encouragement, advice, and reassurance during challenging times, fostering a positive and nurturing environment for career development.

1.3.4 Role of Teachers, Parents, and Career Guidance Counsellors

1. Teachers: They play a pivotal role in shaping a student's educational journey. Beyond textbooks, teachers inspire students to explore diverse career avenues.

2. Parents: Parents are key influencers. By engaging in open discussions about interests and career aspirations, they offer crucial support to their children's choices.

3. Career Guidance Counsellors: These professionals provide tailored insights into career paths, educational prospects, and industry trends. Their guidance helps students align their strengths with suitable career choices.

1.3.5 The key components of Career Guidance programs -

Key components of career counseling and guidance programs:

Kind of the art career library:

Technology enables students to learn and explore various career fields and allows them to research their diverse career clusters. The career library must have vast information on specialized occupational tracks, careers, job opportunities, work profiles, career prospects, and earning potential.

Access to a standard and reliable psychometric assessment test:

A psychometric test is mandatory to understand the students' underlying/existing skills and interests that assist them in making informed decisions about their future course of study. A career guidance program would offer a reliable and standard career assessment test to help individuals understand their core skills and competencies.

Opportunity to learn multiple options:

Individuals should get an opportunity to learn multiple career options before selecting a final career path when the psychometric tests are done. This test report suggests a few career clusters based on the individual's personality traits and interests.

Guidance from experienced career counselors:

Proper career guidance and counseling should offer one-to-one counseling services from qualified and trained career counselors. They should have the understanding and knowledge of a firm and labor market changes of the challenges of a workplace to give appropriate guidance to students.

- **End-to-end support:**

Career Counselling in Ahmedabad process ends with assisting individuals to find the right choice and involves end-to-end support with the counselors through video calling and online chat services. A career counseling program should adhere to individuals until they require guided help, from assisting students in finding the right career to keeping them updated with the advanced entrance examinations and college applications.

1.4 Nan Mudhalvan Scheme

Tamil Nadu Chief Minister M. K. Stalin, who is celebrating his 69th birthday, launched his dream project 'Nan Muthaluvan' in a program held at Kalaivanar Arena, Chennai. Speaking at the launch of this project, the Chief Minister said that the 'Naan Muthaluvan' project is his dream project. He said that the aim of this program is to make students and youth leaders.

A new program called 'Nan Muthaluvan' is a skill development and guidance program for school, college students and youth of Tamil Nadu to make

them successful not only in studies but also in life.. The main objective of the 'Naan Muthaluvan' program is to develop 10 lakh youth in education, knowledge, thinking, energy and skills to the country every year.The highlight of this scheme is to identify and promote the individual talents of the students of Government and Government Aided Schools, Colleges and Universities.It has been informed that a committee headed by the District Collector will implement the scheme in 20 districts.

The Tamil Nadu Skill Development Corporation (TNSDC) is busy mapping and identifying the courses that will be suitable for students of various undergraduate courses. “The TNSDC will provide us details of the courses in the next few days, and we are planning to implement the Naan Mudhalvan scheme in colleges from January, when the new semester begins,” said a senior official of DCE.

Earlier, the scheme was implemented for the engineering students, and the higher education department found the skills imparted to the students are proving beneficial for them. “It will be easier for industries to recruit our students, as they are already trained,” said a higher education official.

The subjects taught in Naan Mudhalvan will be supporting course, and it will be offered in a blended manner with both online and offline content. Officials said apart from the modern emerging technical programmers, the portal will also give the students opportunity to learn Cambridge English, technical skills and help them crack competitive exams. (The Indian Express, 27th December,2022)

The Tamil Nadu government's flagship 'Naan Mudhalvan' scheme, aimed at the up skilling students to make them industry-friendly, will now be extended to students of Arts and Science colleges of the state. It was launched after massive complaints that

students graduating from engineering colleges of states lacked proper skills. After the launch of the 'Naan Mudhalvan' scheme, several students were up skilled and it helped them be confident while giving interviews for jobs.

The TNSDC is presently offering training in Information Technology, Mechanical Engineering, Civil Engineering, Manufacturing, Banking and Finance, Green Energy, Logistics, Electrical and Electronics Engineering, Personality development as also training for appearing in competitive exams (Dinamani, 3rd march, 2022)

Cricketer Natarajan has thanked the Tamil Nadu Chief Minister for inviting him to the inaugural function of Naan Mudhalvan scheme. Tamil Nadu Chief Minister M.K. Naan Mudhalvan, a skill development program for school, college students and youth, was launched on his birthday at the Kalaivanar Arena in Chennai. Stalin started it. The main objective of the scheme is to empower and empower 10 lakh youth annually. To recognize and promote the talents of students studying in government and government aided schools and colleges. In this case, Natarajan said on Instagram about his participation in the launch of the development program for school, college students and youth, was launched on his birthday at the Kalaivanar Arena in Chennai. Stalin started it. The main objective of the scheme is to empower and empower 10 lakh youth annually. (News 18 Tamil (March 1, 2022))

1.4.1 Benefits and Features of Tamil Nadu Naan Mudhalvan Scheme

- The Naan Mudhalvan scheme aims to offer skill training to 10 lakh students annually to help them develop their talent.

- It offers academic counselling to selected students at government educational institutions.
- It helps students improve their spoken English so they can communicate effectively.
- Through this scheme, the students can develop their skills to get better jobs in the future.
- It offers students of Tamil Nadu training in robotics and coding.
- It offers online and offline training to eligible students.
- Every institution under this scheme must establish proper guidance for executing it.
- The alumni of these educational institutions can run mentorship programmes.
- Students in their higher secondary education level can continue sessions in a diversified curriculum.
- Under this scheme, students can also avail foreign language teaching to upskill their vocabulary to get jobs in foreign nations.
- It facilitates building separate training facilities for college and district levels.
- At the district level, a collector will lead a committee to oversee this project, and it will work directly under the Chief Minister.

1.4.2 Nan Mudhalvan Courses

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

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

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

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

- Management

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

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

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

- Information Technology
- Emerging Technologies
- Personality Development
- Competitive Exams
- Civil Engineering
- Mechanical
- Manufacturing
- Languages

- Electrical
- Electronics
- Media

- Management

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

- Information Technology
- Emerging Technologies
- Personality Development
- Competitive Exams
- Languages
- Media
- Management

1.4.3 Nan Mudhalvan Colleges

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

- Bharathiar University
- Periyar University
- Trinity College for Women
- Agni College for Technology
- Thiruvalluvar University

- Murugappa Polytechnic College

1.4.4. Eligibility for the Naan Mudhalvan Application

The eligibility criteria to get training or apply apply for a course under the Naan Mudhalvan scheme:

- Permanent resident of Tamil Nadu.
- Student studying in Tamil Nadu.
- Age must be between 18-35 years.
- Photocopy of markcards.
- Photocopy of your birth certificate or passport.
- Aadhaar card.
- Community certificate (if applicable).
- Passport-size photographs.

1.5 Need and Significance of the Study

The main aim of education is to build a democratic, secular and human society. The development of any community depends on its educational attainment. The pattern of educational attainment is complex because it is a product of several processes such as biological, cognitive and socio-emotional. Education always facilitates all round development of the students. Teachers are builders of nation.

Education is the birth right of every child (Dash, 2004). In India, lots of efforts had been made to provide free and compulsory elementary education to every child without any discrimination. The growth of human capital depends upon the quality and the quantity of education. Widespread education is indeed essential to the practice of

democracy (Dreze & Sen, 2002). The Government of India ensures in article 45 of the Indian Constitution that State shall endeavour to provide free and compulsory education to all children.

In guidance and counseling, students are provided individualized aid to help them make the most appropriate adjustments to their current situation in the educational setting, in their occupation, at home, and in their communities.

The Naan Mudhalvan scheme, introduced by the Hon'ble Chief Minister in March 2022, stands as a dedicated initiative to provide comprehensive and effective guidance for Higher Education and Career Development to students in government schools. It is driven by the belief that the Gross Enrolment Ratio (GER) in Tamil Nadu can witness a substantial increase through collaborative efforts between the School Education and Higher Education departments. This scheme recognizes the potential within a large number of government school students, who can excel in their chosen fields with the right guidance and support. The core objective of the Naan Mudhalvan scheme is to empower all students to pursue meaningful higher education courses upon completing their school education. Its vision is nothing short of transformative.

Without an understanding of the prevailing attitudes and prejudices students have towards programs, a school counselor will fail to reap much from his endeavors, since success is critically dependent on the level of awareness of the counselees. The perception of teachers and students towards career guidance in Nan Mudhalvan Scheme will improve the quality of the scheme. This perspective has greatly influenced the motivation to conduct this study.

1.6 Conclusion

The growth of human capital depends upon the quality and the quantity of education. Due to the impact of the programmes undertaken for the Universalization of elementary education, there is a rise in the demand of education at the secondary level. The Naan Mudhalvan scheme, introduced by the Hon'ble Chief Minister in March 2022, stands as a dedicated initiative to provide comprehensive and effective guidance for Higher Education and Career Development to students in government schools. This scheme recognizes the potential within a large number of government school students, who can excel in their chosen fields with the right guidance and support. Thus, the need to study the perception towards NMS has focused.

1.7 Chapterisation

Chapter I

It deals with introduction, Education, Career Guidance and Counselling, NanMudhalvan Scheme need and significance of the study, conclusion and chapterisation.

Chapter II

It covers the studies relating synthesis of the reviewed studies about Career and Guidance programmes, Nan Mudhalvan scheme, synthesis of reviewed studies and research gap of the study.

Chapter III

This chapter includes introduction, statement of the problem, operational definitions of key terms, objectives of the study, hypotheses formulated, variables under the study, method used in the present study, design of the study, experimental procedure, sample,

tools used, delimitations of the study, tools used, limitations of the study and statistical techniques employed.

Chapter IV

It deals with Analysis of data which includes analysis of level of perception of teachers and students towards NMS, level of attitude of teachers and students towards NMS, significance difference in perception of teachers and students towards NMS, attitude of teachers and students towards NMS and relation between perception and attitude of teachers and students on NMS.

Chapter V

This chapter incorporates findings, interpretation, discussion, educational implications and suggestions for further research and conclusion.

The ensuing chapter deals with review of related studies. ●

CHAPTER II

Review of Related Studies

2

Review of Related Studies

2.1 Introduction

The study of related literature implies locating, reading and evaluating reports of research as well as reports of observation and opinion. It serves as a framework for selection of procedures and comparative data for interpretation of results. There have been a variety of researches conducted to ascertain the influence of Nan Mudhalvan Scheme. Most of the research conducted in this field hail from India. Listed below are a few findings of studies conducted in this field. Researcher always takes advantage of the knowledge accumulated in the past, before embarking upon the study properly. In the planning of any research study, one of the important steps is the careful review of the research journals, books and other sources of information related the problem to be investigated. An adequate knowledge of related literature is an indispensable realm for an investigator to unearth the basis of the edifice of knowledge, which is always found upon creating experiences in the fields. Keeping in view, the importance of the related literature, a survey of the related literature was conducted by the investigator.

2.2 Studies Related to Career Guidance

There are thirty two studies relating career guidance. The reviewed studies (2000-2023) are abstracted below.

Sandhog (2000) found that negative attitudes towards guidance and counseling have been explained in the literature as due to the lack of value attached to guidance and counseling from students' own perspective and their ability to solve their own problems or with peers.

Ubana (2008) discovered negative attitudes towards guidance and counselling services among students of secondary schools in Yakurr local government area of Cross River State. Students' gender and the geographic location of the school did not significantly affect the attitudes students' had toward guidance and counseling services.

D'Souza et al. (2008) Shyness and Guidance Needs Descriptive survey method 260 students (131 boys, 129 girls) of age group 12 to 18 years from Mysore city were selected through stratified random sampling technique. Shyness Questionnaire by Crozier (1995) and Guidance Needs Inventory (GNI) by Dr. J.S. Grewal (1982). Shyness was significantly and positively related to the Social, Educational and Overall guidance needs of the adolescents. Shyness did not affect the Physical, Psychological and Vocational guidance needs of the adolescents. Gender did not significantly affect all the guidance needs of the adolescents.

Ogoda (2010) studied the attitudes of students toward guidance and counseling in public schools. He noted the importance of school counseling and highlighted that lack of professionalism on the part of school counselors, lack of a counseling office, lack of a time set for counseling, non availability of the school counselors

are the factors that hinder the success of counseling interventions

Munira et.al (2012) conducted a study to find how age and gender are related to attitudes toward seeking professional psychological help and found that university Indian students had a positive attitude towards seeking counselling. There was no correlation found between age and attitude towards seeking counselling services, however in terms of gender, female JNU students scored higher on the subscales of openness towards seeking counseling help and confidence in mental health provider out of the total 4 subscales of the test used

Lynass, (2012) explored young people's opinions of which aspects of school-based counseling are useful and unhelpful. Their study concluded that that young people viewed counseling as a valuable intervention and brought many positive interpersonal, emotional, and behavioral changes in them.

Samita (2013) Career Descriptive 480 students (Scheduled Career Preference Record Guidance needs of male students were preferences, Guidance Needs, Gender, Stream and Social category. Survey method caste = 240 and scheduled Tribes= 240) in equal no of males and females were selected from 12 schools of districts Kullu and Lahul & Spiti of Himanchal Pradesh using Random cluster sampling method. by Vivek Bhargava & Rajshree Bhargava and Guidance Needs Inventory by J.S. Grewal. higher in four areas i.e. Social, Psychological, Educational and Vocational as compared to female students. Guidance needs of science stream students were higher in Social, Psychological, Educational and Vocational areas as compared to arts and commerce stream students whereas commerce stream students need more Physical guidance than arts and science streams students. Students of Scheduled Castes and Scheduled Tribes were not significantly different with respect to their guidance needs and career preferences.

Parhar et al. (2013) studied the guidance Needs Normative survey method. 200 students (males=females=100) randomly selected from secondary schools of Jalandhar district. Guidance Needs Inventory (GNI) developed by Dr. J.S. Grewal. Gender had no significant impact on Physical, Social, Psychological, Educational, Vocational and overall guidance needs of the student. Guidance needs of rural school students were higher than urban school students.

Kunnen (2013) studied the career choice guidance and identity development. Experimental research Method was adopted. 45 participants of age group 17 to 23 participated in a career guidance program were selected through purposive sampling technique. In addition, the identity development of the participants was also compared. with a norm group of 151 students enrolled in the university of the same educational level and age. Groningen Identity Development Scale (GIDS). A significant increment in the identity development was shown by the participants after the guidance program. The participants showed a significant increment in the commitment strength in personal and vocational domain and global identity.

Agi (2014) examined the effects of sex, class and school division on perception and attitude toward school counseling. The sex of students was not significant in determining how they perceived counseling and how they viewed counseling.

Kodad & Kazi (2014) examined the Emerging area of counseling. There is an absolute need of G & C in Indian schools. Parents also need counselling regarding various issues related to their children. Teachers and school staff also need to be counselled as they have to deal with various problems of the students. There is also a need to establish counsellors' training centers in India.

Nweze & Okolie (2014) studied Career decision making and Guidance & counseling programmes. Ex-post Facto descriptive survey design was adopted. 270

students and 30 head teachers were selected from ten senior secondary schools of Ebony state, Nigeria using simple random sampling technique. Two self-made questionnaires Senior Secondary School Students Questionnaire were used. A very little or no G & C services were available in the schools in order to help students in career decision making as perceived by the population (77.22%). Most of the population (73.33%) stated that in their schools, counselling resources were unavailable and insufficient for teacher counsellors. Most of the teachers agreed that G & C services in secondary schools play a significant role in personal growth (63.33%), Self-understanding (56.67%), academic performance (23.33%) and career decision-making (83.33%) of the students.

Kannammal (2014) Guidance needs, Home Environment and Locality Survey method 300 secondary school students (145 males & 155 females) of age group 13 to 15 years were selected from Rashipuram, Namakkal district through simple Self-made questionnaire namely 'Guidance Needs of urban and rural adolescents in relation to Home Environment' both in English & Tamil Adolescents were not significantly different in their guidance needs with respect to gender, class, age, type of school management, parental education, place of residence and type of family. Location of the school (rural and urban) had a significant impact on the guidance needs

Panja & De (2015) examined Attitude towards career. Descriptive survey was adopted. 150 teachers (male=89, female=61) belonged to self-made 5-point scale namely Career. The gender, locality and streams did not significantly affect the attitude of guidance and counseling (G & C) method different streams i.e. science (53) social science (49) and language (48) were selected from West Bengal using simple

random sampling technique. Most of the teachers (88%) supported that there was an absolute need of career G & C in the schools. Findings also revealed that most of the sample (66.86%) was still deprived of G & C facilities and vocational education facilities.

Sharma (2015) Educational guidance needs Descriptive survey method 140 students of class 6, 7 and 8 (rural=66 and urban=74) with learning disabilities were selected from Shimla, Himachal Pradesh. Self-made questionnaire 'Guidance Needs Scale' Educational guidance needs of learning disabled elementary school students were not affected by Locality and gender.

Eremie (2015) examined the teachers' perception towards role of guidance counselor. Descriptive survey method was adopted. 370 (male=170, female=200) teachers were selected from 317 government secondary schools in River state using simple random sampling technique. Self-made Rating Scale was used. The gender had no significant impact on the teacher's perception towards the counsellors guiding students in their Educational, Emotional and Vocational problems. They also perceived that counsellors are able to guide students in resolving their personal and social problems

Mwangi and Otanga (2015) investigated the role of guidance and counseling as perceived by students. Study findings revealed that students had a positive perception and appreciation of guidance and counseling services and that their views and attitudes were influenced by information accessed regardless of their gender or year of study.

Valentina & Singh (2016) Guidance needs and Stream of education. Descriptive survey method. 651 students (science stream=433, and arts stream=218) of class XIth were selected in the year 2011 from 30 schools of district Imphal, India using random sampling technique. Self-made questionnaires for socio-demographic & socio-economic characteristics of the students and Guidance Needs Inventory by Dr. J.S. Grewal (1982) Preferences given by all the adolescents to their guidance needs were Vocational, Educational, Physical, Social and psychological respectively irrespective of their stream of education. The adolescents were not significantly different in their needs of Physical, Social, Psychological, Educational and Vocational guidance with respect to their stream of education.

Jumana & Meera (2016) Guidance and counseling (G & C) need Survey method 300 graduate students (male=160 and female=140) were chosen from Kerala. Self-made questionnaire namely 'Need Assessment Questionnaire Scale on Guidance & counseling. Most of the students need G & C regarding their personal, educational and vocational problems and their G & C needs were high.

Lasode et al. (2017), Need for Awareness, Perception and use of Guidance and counseling services Descriptive survey method 283 under graduate students (males=139, females=144) were chosen from Federal University of Agriculture, Abeokuta by simple random sampling method for study. Self-made questionnaire Students' G & C needs related to academic issues, exam pressure and study techniques were high as compared to personal and social issues. These services were most beneficial for personal, social, vocational and educational development of the students as perceived by them. These services were more effective and qualitative for fresher during orientation programs and less effective for placement and follow up services.

Nivedita & Singh (2017) Guidance Needs Descriptive survey method 200 secondary school students (rural=urban=100) in Guidance Needs Inventory (GNI) by Dr. J.S. Grewal The Guidance needs of female students were high as compared to the male students. The Rural secondary school students need equal number of males and females were chosen from district Sirsa, Haryana through random sampling technique. more guidance as compared to the urban secondary school students.

Rai (2017) Guidance Need Descriptive Survey method 60 visually challenged under graduate students (Male=Female=30) from Dr. Shakuntala Mishra National Rehabilitation University were selected through random sampling technique. Guidance Need Inventory by Sudha K. Sharma and Shahwar Fatima Zaidi was used. Gender significantly affected Vocational, Educational and Emotional guidance needs of the students while it did not affect Personal and Social guidance needs of the students.

Walia (2017) Vocational Guidance Needs and Descriptive survey method was used. 480 students of class 10th were chosen from Ludhiyana, Punjab. Vocational Guidance Needs Scale by Rathod and Shukla (2012). The Vocational guidance needs of the students were negatively related with family climate that means favorable family climate ensures Family Climate Scale by Shah (2001) low vocational guidance needs among the students.

Vinutha & Indiramma (2017) examined the Guidance Needs. Survey method was adopted. 120 urban students (Boys= Girls=60) of age group 14 to 15 years of Bangalore were chosen through random sampling method. Guidance Needs Inventory by J.S. Grewal was used. Gender had no significant impact on guidance needs of the students. Boys and girls both have average level of guidance needs in all aspects of life i.e. Physical, Social, Psychological, Educational and Vocational.

Rao (2017) Guidance Need Normative survey method. 200 (Government=Private=100) students were selected from Nellore. Guidance Needs Inventory by Dr. J.S. Grewal High school students were not significantly different in their all guidance needs with respect to their gender. Type of school management significantly affected the Social and Psychological guidance needs of the students while it did not affect Physical, Educational and Vocational guidance needs of students.

Kanga (2017) Student's adjustment to the school environment, Gender and Guidance & counselling (G & C) services. Descriptive survey method was adopted. 756 respondents (720 students in equal number of boys & girls, 18 class teachers and 18 teachers appointed for G & C were chosen from 18 public boarding secondary schools of three counties Nairobi, Kitui and Nyeri in Kenya by simple random sampling technique was used. Self-made questionnaires & interview schedule. Students receiving G & C were not significantly different in their adjustment to the school environment with respect to their gender. Gender sensitivity did not exist in the appointment of G & C personnel. In many schools male teachers were appointed in girls' schools and female teachers were appointed in boys' schools for G & C services.

Lyngdoh (2017) studied the career decision- making difficulties and Awareness about career counseling. Descriptive survey method. 60 undergraduate students were selected from Shillong, Meghalaya through convenient sampling technique. Career Decision Making Difficulties Questionnaire by Itamar Gati and Samuel H. Osipow (2010), Self-made questionnaire for assessment of awareness about career counseling 21.7% of the participants showed 'No confidence at all' while 41.7% showed 'moderate confidence' in the career choice which they like to choose. The female

participants had more career decision making difficulties than the male participants. The male participants were more aware about the professional career counselling than female participants. 45% of the participants had no career counselling units in their colleges. 63% of the participants never consulted any professional counselor about their career.

Jain (2017) Career guidance and counselling (G & C) and Job satisfaction Descriptive survey method was adopted. 240 professionals were selected using random sampling method. Interviews by using self-made questionnaire. Career G & C significantly affected student's career development. Professionals who got career G & C were highly satisfied as compared to the professionals who did not get it regarding their job satisfaction.

Bolu-Steve & Oredugba (2017) studied the counseling services and Perceived academic performance. Descriptive survey method was used. 240 students from private and public senior secondary schools of Lagos State were selected through Multistage sampling technique. Self-made questionnaire namely "Influence of Counselling Services on Academic Performance of Students Questionnaire". 67.9% of the students stated that G & C services highly influenced their academic performances. Impact of G & C services on student's perceived academic performance was not significantly different with respect to age, class and type of school management but significantly different with respect to (ICAPSQ) gender, religion and number of meeting of the student with counsellor.

Escapa & Julia (2018) studied the guidance and counselling (G & C) programmes. G & C curriculum and programmes with follow-up services must be promoted and implemented to each level of education because these programs enable students to make better decisions for their educational path and professional career in future and make them feel more secure. G & C programmes with professionals boost self-esteem and self-confidence of the students and reduce their level of anxiety and depression.

Awabiland Akosah, (2018) discovered a favourable attitude amongst university students in Ghana towards guidance and counselling, although they also expressed discomfort about some aspects of counseling

Anuja S. Panicker, M. Samskani (2019) conducted a research to explore the attitude of attitudes towards counselling among medical students in India. During the study, it was discovered that 50% of the participants felt they needed counselling for themselves and for their friends. 75% of the participants also felt they could relieve mild stress by reaching out to counsellors for help.

2.3 Studies Related to Nan Mudhalvan Scheme

There are seven studies relating career guidance The reviewed studies (2016-2024) are abstracted below.

Monika (2018) studied the effectiveness of Career Guidance Program for Psychology Students The participants of this study were 95 psychology students divided in two groups The aim of this study is to describe career decision-making in psychology students and to determine the difference of career decision-making difficulties in

students with different semesters. The result of this study shows that The Career Guidance Program is effective for decreasing difficulties of career decision-making (lack of information, inconsistent information, and total difficulty), but less effective to decrease the lack of readiness.

Jayasubramanian.P (May,2023) studied the Awareness of Nan Muthalvan scheme among college students with special reference to selected college in coimbatore district. The goal of this study is to ascertain how well-informed college students are about the Nann Muthalvan plan in particular Coimbatore district colleges. An programme of the Tamil Nadu government known as the Nann Muthalvan scheme offers financial aid to college students from less fortunate households. The study will investigate students' opinions of the program's advantages, their level of programme awareness, and the variables that affect that awareness. A mixed-method approach will be used for the research to collect both quantitative and qualitative data. The study's findings will offer perceptions into the efficiency of the Nann Muthalvan initiative and make recommendations for ways to increase student engagement and understanding.

Viji,N.R (2024) Naan Mudhalvan scheme is skill enhancement initiatives for young people in Tamil Nadu that can help college students achieve their career goals. The scheme, which was launched in March 2022, by our Chief Minister MK Stalin aims to identify the students in government-run institutions and offer them academic and career guidance. The scheme also provides information about courses and industry-specific skill offerings. The program will be under CM's direct supervision and will entail teaching students in their chosen subjects/areas, languages, technological know-

how, etc. The goal of this scheme is to enhance the skills of one million young people in the state each year to help them reach their full potential.

THE NEW INDIAN EXPRESS

Published: 27th December 2022 09:52 AM |Last Updated:27th

December 2022 09:52 AM CHENNAI :

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Earlier, the scheme was implemented for the engineering students, and the higher education department found the skills imparted to the students are proving beneficial for them. “It will be easier for our students, as they are already trained,” said a higher education official.

DINAMANI

PUBLISHED ON 03RD MARCH 2022 01.46PM

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NEWS 18 TAMIL

LAST UPDATED :MARCH 01, 2022, 13:00 IST

Tamil Nadu Chief Minister and DMK President M. K. Stalin, who is celebrating his 69th birthday, launched his dream project 'NanMuthaluvan' in a program held at Kalaivanar Arena, Chennai. Speaking at the launch of this project, the Chief Minister said that the 'Naan Muthaluvan' project is my dream project. He said that the aim of this program is to make students and youth leaders.

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The highlight of this scheme is to identify and promote the individual talents of the students of Government and Government Aided Schools, Colleges and Universities. It has been formed at a committee headed by the District Collector will implement the scheme in 20 districts. Created for his

naanmudhalvan.tnschools.gov.in

ABP LIVE Updated at : 28 Jan 2023 03:05 PM (IST)

Chennai: The Tamil Nadu government's flagship 'Naan Mudhalvan' scheme, aimed at the up skilling students to make them industry-friendly, will now be extended to students of Arts and Science colleges of the state. It was launched after massive complaints that students graduating from engineering colleges of states lacked proper skills. After the launch of the 'Naan Mudhalvan' scheme, several students were up skilled and it helped them be confident while giving interviews for jobs.

The TNSDC is presently offering training in Information Technology, Mechanical Engineering, Civil Engineering, Manufacturing, Banking and Finance, Green Energy, Logistics, Electrical and Electronics Engineering, Personality development as also training for appearing in competitive exams

2.4 Syntheses of the Reviewed Studies

The review of related literature reflected that a considerable amount of studies have been conducted on the aspects of Nan Mudhalvan Scheme. Most of the studies done in India were on effect of NMS on career guidance of students. It is worth to be mentioned that most of the studies done with survey on the Nan Mudhalvan Scheme that students were aware of NMS.

The variables considered in the reviewed studies associated with perception of students and teachers on career and guidance were Sandho (2000), Ubara (2008), D'Souza et.al (2008), Ogoda (2010), Munifa et.al (2012), Lynar (2012), Sanifa (2013), Parahar et.al (2013), Kunner (2013), Agi (2013), Kodal & Kazil (2014), Nwerzw &

Okoli (2014), Kannammal (2014), Pazir & Deshan (2015). Eremie (2015), Muarangi & Ofasi (2015), Valentina & Singh (2016), Juna & Meera (2016), Raj (2017), Walia (2017). Vinotha & Indira (2017), Rao (2017), Kanga (2017), Escalpa & Julia (2018) and Anya & Panicla (2019).

The variables considered in the reviewed studies associated with career guidance in Nann Mudhalvan scheme were Monika (2018), Jayasubramanian (2023), Viji (2014), The New Indian Express, Dinamani, News 18 Tamil and ABP Live.

Several studies also revealed that G & C services/ programmes proved to be helpful in making students able for better career decision making (Escapa & Julia, 2018; Jain, 2017; Lasode et al., 2017; Thornton, 2016, and Kunnen, 2013)

Several studies were also done on guidance needs of the students that showed that their guidance needs were high (Lasode et al., 2017; Vinutha & Indiramma, 2017; Jumana & Meera, 2016, and Azeez & Sumangala, 2015) and most of the students have no or very little help in making a career choice and they never consulted any professional for this concern (Lyngdoh, 2017; Panja & De, 2015, and Nweze & Okolie, 2014). Therefore, there is an absolute need of G & C in the schools (Ampofo & Acheampong, 2019; Panja & De, 2015; Kodad & Kazi, 2014, and Nweze & Okolie, 2014).

The statistical methods employed in the reviewed studies are percentage, frequency, correlation, chi-square analysis, t-test, ANOVA, stepwise regression analysis, multiple regression and ANCOVA.

The major findings of the reviewed studies were synthesized as below

The study's findings will offer perceptions into the efficiency of the Nann Muthalvan initiative and make recommendations for ways to increase student engagement and

understanding. The program will be under CM's direct supervision and will entail teaching students in their chosen subjects/areas, languages, technological know-how, etc. The goal of this scheme is to enhance the skills of one million young people in the state each year to help them reach their full potential.

The sex of students was not significant in determining how they perceived counseling and how they viewed counseling. Adolescents were not significantly different in their guidance needs with respect to gender, class, age, type of school management, parental education, place of residence and type of family. Location of the school (rural and urban) had a significant impact on the guidance needs

The Vocational guidance needs of the students were negatively related with family climate that means favorable family climate ensures Family Climate Scale by Shah (2001) low vocational guidance needs among the students.

The gender had no significant impact on the teacher's perception towards the counsellors guiding students in their Educational, Emotional and Vocational problems. They also perceived that counsellors are able to guide students in resolving their personal and social problems

G & C programmes with professionals boost self-esteem and self-confidence of the students and reduce their level of anxiety and depression.

2.5 Research Gap and uniqueness of the Study

The researcher reviewed twenty five studies of literature, related to the present study, through this the researcher avoid repetition, find out the novelty of the present research, what type of study done in the same field before, the research gap in this study, and lastly

to decide proper hypothesis, objectives, methodology of the present research. There were few studies about Nan Mudhalvan Scheme. However, there seem to be no study on perception of teachers and students on Nan Mudhalvan Scheme. This study aims to determine whether there is a relationship perception of teachers and students on Nan Mudhalvan Scheme. This study also aims to determine whether there is a relationship in attitude of teachers and students in NMS and attitude of students to participate in NMS.

The ensuing chapter deals with the methodology of the study.

CHAPTER III

Methodology

METHODOLOGY

3.1 Introduction

This chapter explains the statement of the problem, the rationale for the study, the objectives and hypotheses of the study, tools used and operational definition of the key terms. It also discusses the sampling strategy and method of data-collection. The chapter concludes with the delimitations and limitations of the study.

3.2 Statement of the Problem

Teachers play significant role in pleasing quality education and in determining the future and assembly of a nation. Teachers teach the ways of life, channelize early stages power and die their character. In a real sense, the teachers are the backbone of the nation. A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties (Nagoba and Mantri, 2015).

The Naan Mudhalvan scheme, introduced by the Hon'ble Chief Minister in March 2022, stands as a dedicated initiative to provide comprehensive and effective guidance for Higher Education and Career Development to students in government schools. It is

driven by the belief that the Gross Enrolment Ratio (GER) in Tamil Nadu can witness a substantial increase through collaborative efforts between the School Education and Higher Education departments. This scheme recognizes the potential within a large number of government school students, who can excel in their chosen fields with the right guidance and support. The core objective of the Naan Mudhalvan scheme is to empower all students to pursue meaningful higher education courses upon completing their school education. Its vision is nothing short of transformative: Therefore, the title of the problem is, “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District”.

3.3 Rationale of the Study

The Naan Mudhalvan Scheme was implemented to provide career-oriented and skill-based training to the students. In a far-spread state blessed with excellent connectivity, the scheme is anchored on an up skilling platform that provides students online access to foundation courses. The process starts with domain-specific assessment modules which help users to understand their skill gap. The next level of courses enables imparting of newer and industry-relevant skill sets and building of digital fluency in emerging sectors. Training areas include Engineering, Arts & Sciences, Polytechnic, Pharmacy and Medical Sciences. Over 12 lakh students are part of the Naan Mudhalvan ecosystem, and more than 200 mentors comprising industry leaders, rising stars and experienced trainers have accepted the Government’s invitation to play a pivotal role in envisioning and executing the program. By listing open positions in various domains, the portal helps fresher’s apply relevant to their skills. check the portal links for employers recruiting actively and for internship opportunities and job openings. Several pillars strengthen the program’s cohesive

structure – Psychometric Testing, Hackathons, Finishing School to make the trainee job ready, and a range of courses categorized as mandatory, free and paid. The ultimate objective is to create sustainable livelihoods through employment-linked skill training for youth in the 18-35 years age group.

Under the guidance of Director SCERT, training was given several times to the teachers and given to the students at cascade mode. So there is a need to know the perception of teachers and students about Nanmudhalvan scheme.

3.4 Operational Definition of Key Terms

Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District

”Operational definition is a working definition which allows the measurement of some variable within quantitative research (Silverman, 2013). The key variables in this study were operated according to the definition given below

Nan Mudhalvan Scheme (NMS)

Nan Mudhalvan Scheme is a dedicated initiative to provide comprehensive and effective guidance to empower all students to pursue meaningful higher education courses upon completing their school education.

Perception of Teachers and Students

The term ‘perception’ refers to an idea one holds about an entity based on one’s understanding of the entity. As regards to the perception of students and teachers towards Nan Mudhalvan Scheme also, the same concept applies. This study aimed at assessing how students and teachers perceive Nan Mudhalvan Scheme.,

3.5 Objectives of the Study

The objective of the study states what the researcher expects to achieve by the end of the study in general term. Objective is defined as what a research project is designed to achieve; its purpose and expected use, defined in general and specific terms.(Pathak, 2008). The objectives of the current study are given below.

- 1.** To find out the level of perception of students towards Nan Mudhalvan Scheme;
- 2.** To find out the level of attitude of students towards Nan Mudhalvan Scheme;
- 3.** To find out the level of perception of teachers towards Nan Mudhalvan Scheme;
- 4.** To find out the level of attitude of teachers towards Nan Mudhalvan Scheme;
- 5.** To find out the significant difference, if any, in the perception of students towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
- 6.** To find out the significant difference, if any, in the perception of teachers towards Nan Mudhalvan Scheme;with regard to personal and institutional variables;
- 7.** To find out the significant difference, if any, in the attitude of students towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
- 8.** To find out the significant difference, if any, in the attitude of teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
- 9.** To find out significant relation between perception and attitude of students towards Nan Mudhalvan Scheme;

10. To find out significant relation between perception and attitude of teachers towards Nan Mudhalvan Scheme;

3.6 Hypotheses of the Study

A research hypothesis is a statement of an expected or predicted relationship between two or more variables (Picardi & Masick, 2014). Hypothesis is a proposed explanation of a phenomenon which still has to be rigorously tested (Mellenbergh, 2008).

1. There is no significant difference, if any, in the perception of students towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
2. There is no significant difference, if any, in the perception of teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
3. There is no significant difference, if any, in the attitude of students in the towards Nan Mudhalvan Scheme with regard to personal and institutional variables;
4. There is no significant difference, if any, in the attitude of teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables
5. There is no significant relation between perception and attitude of students towards Nan Mudhalvan Scheme
6. There is no significant relation between perception and attitude of teachers towards Nan Mudhalvan Scheme;

3.7 Variables of the Study

Variables are the conditions or characteristics that the researcher manipulates, controls or observes. The independent variables are the conditions or characteristics that the researcher

manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear or change as the researcher introduces removes or changes independent variables (Best, 2001).

The current study contains three major variables namely perception of teachers, perception of students, attitude of teachers and attitude of students. The personal variables regarding students are gender, studying group, type of family, religion, parent/s literacy and parent's. The institutional variables regarding students are locality of the school, type of school, and nature of school..

The personal variables regarding teachers are gender, religion, experience of teaching, teaching group, marital status and status of training. The institutional variables regarding teachers are locality of the school, type of school and nature of school.

3.8 Tools Used

Tests are the tools of measurement and it guides the researcher in data collection and also in evaluation Tools may vary in complexity, interpretation, design and administration. (Mertens, (2005).

Tools used for this study was researcher made tool.

Perception of Students on NMS (PSNMS)

The investigator developed and validated the self made tool “Perception of Students on NMS (PSNMS) “to measure the level of perception on NMS. The preliminary draft for students consists of 60 items based on the NMS. The items were set on the basis of two dimensions like attitude and perception towards NMS of students, The questionnaire

contains the multiple choice questions with four options in perception the students have to select the correct answer and for attitude the students have respond “Yes” or “no”.

The preliminary draft for Perception of teachers on NMS consists of 60 items based on the NMS. The items were set on the basis of two dimensions like perception towards NMS and attitude towards the NMS. The questionnaire contains the multiple choice questions with four options in perception the students have to select the correct answer and for attitude the students have respond “Yes” or “no”.

Table: 3.1

Details of Items in Preliminary version -PSNMS

Dimensions	Item Nos	No. of Items
Attitude towards		
NMS	1-30	30
Perception on NMS		
	31-60	30

Table: 3.2

Details of Items in Preliminary version -PTNMS

Dimensions	Item Nos	No. of Items
Attitude towards		
NMS	1-30	30
Perception on NMS		
	31-60	30

Validity of Perception of teachers on NMS

For establishing the content validity Perception of teachers on NMS was given to two psychology professors experts in NMS. On the basis of their suggestions certain modifications were made in the tool. Nearly 4 questions were deleted from the questionnaire. Accordingly the content validity of the tool was established.

Reliability of Perception of Students on NMS (PSNMS)

In order to establish the reliability of Perception of Students on NMS (PSNMS) the tool was administered to thirty teachers and 30 students of standard XII in Tirunelveli District, Then the response scripts of all the 60 were evaluated.

The procedure of evaluating the items of Perception of Students on NMS (PSNMS) is given below

1. A score of ‘1’ for the response to correct answer and ‘0’ for the wrong statement

After evaluating the responses the score was analysed the Cronbah's Alpha reliability using SPSS package. On analysis, the Cronbah's Alpha reliability value is .475. 56 items for teachers and 56 for students were selected as the final version of the tool.

Table: 3.3

Details of Items in Final version -PSNMS

Dimensions	Item Nos	No. of Items
Attitude towards		
NMS	1-27	27
Perception on NMS		
	28-55	28

Table: 3.4

Details of Items in Final version -PTNMS

Dimensions	Item Nos	No. of Items
Attitude towards		
NMS	1-28	28
Perception on NMS		
	29-56	28

3.9 Population

A *population* is any group of individuals that have one or more characteristics in common that are interest to the researcher. (John W. Best 1996). Population is the target group under investigation. The population is the entire set under consideration for the studies. The population may 3600 students in standard XII and 352 teachers handling standard VIII in Tirunelveli District.

3. 10 Sample

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn. (John W. Best 1996).A sample is a smaller representation of the larger whole. It is the subset of the population actually drawn from the sampling figure. The sample consists of 65 teachers handling standard XII and 343 students studying standard XII in Tirunelveli District.

3.11 Data Collection

Method describes the technique used to collect the data from the chosen sample group. In this present study, the investigator used the survey method. The data were collected randomly from the nine schools in Tirunelveli District.

3.11.1 Distribution of Sample

Table: 3.5

Population and Sample size

Respondents	Population	Sample
Students	3600	343
Teachers	352	65

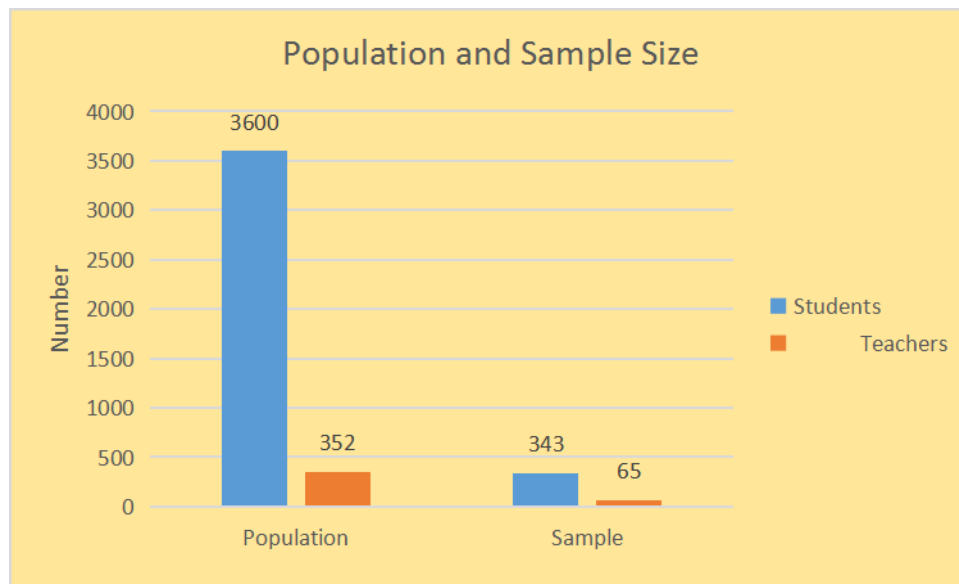


Figure 1: Population and Sample size

Table: 3.6

List of sampling schools

Sl.No	School Name and Address	Distribution of Sample- Students	Distribution of Sample- Teachers
1	Government Higher Secondary School, Munanjipatti	28	5
2	Government Higher Secondary School, Moolakaraipatti	52	8
3	Adi Dravidar Welfare Higher Secondary School, kadampankulam	25	5
4	Municipal Girls Higher Secondary School, Kallanai	75	15
5	Quaidemilleth Government Higher Secondary School, melapalayam	09	4
6	K R Government Higher Secondary School, Reddiarpatti	20	5
7	AV Joseph Government Higher Secondary School, Ittamoli	51	7
8	SNR Government Higher Secondary School, Samugarengapuram	39	8
9	Tirumelveli District Model Higher Secondary School, Thamiraparani Engineering College Thalaisyuthu	44	8
Total		343	65

Table 3. 7 Variable-wise Distribution of sample Students

	Variable	Number	In %
Gender	Male	110	32
	Female	233	68
Studying Group	Science	191	56
	Arts	112	33
	Vocational	40	11
Type of Family	Nuclear	276	80
	Joint	67	20
Religion	Hindu	294	86
	Christian	30	8
	Muslim	19	6
Parent's Literacy	Literate	232	68
	Illiterate	111	32
Parent's Income	Below 1.5 lakhs	331	97
	Above 1.5 lakhs	12	3
Locality of School	Rural	294	86
	Urban	49	14
Type of School	Government	299	87
	Govt Model	44	13
Nature of School	Girls School	75	13
	Co-education School	265	77

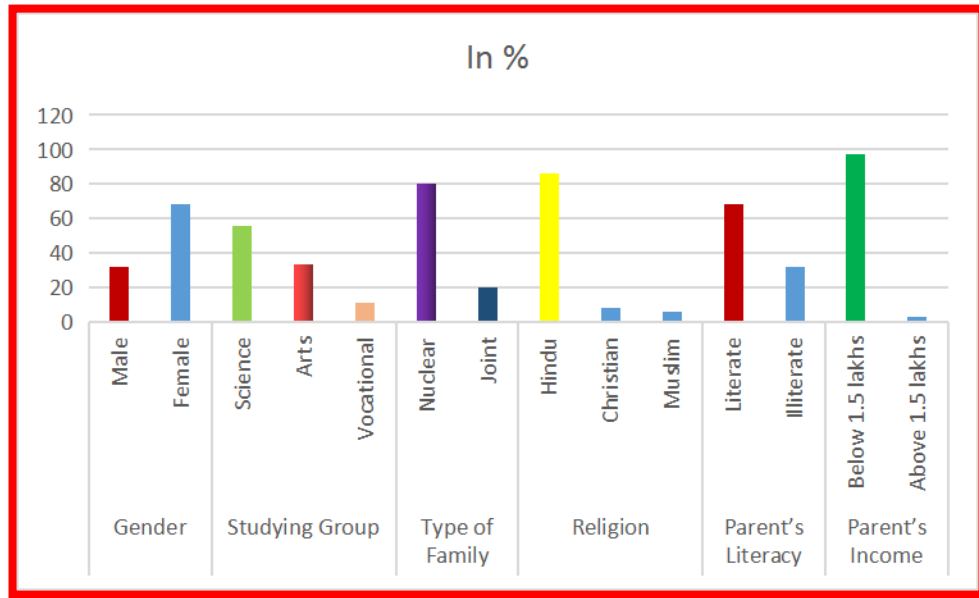


Figure: 2 Variable-wise Distribution of sample Students

Table 3. 8 *Personal Variable-wise Distribution of sample Students*

Variable		Number	In %
Gender	Male	110	32
	Female	233	68
Studying Group	Science	191	56
	Arts	112	33
	Vocational	40	11
Type of Family	Nuclear	276	80
	Joint	67	20
Religion	Hindu	294	86
	Christian	30	8
	Muslim	19	6
Parent's Literacy	Literate	232	68
	Illiterate	111	32
Parent's Income	Below 1.5 lakhs	331	97
	Above 1.5 lakhs	12	3

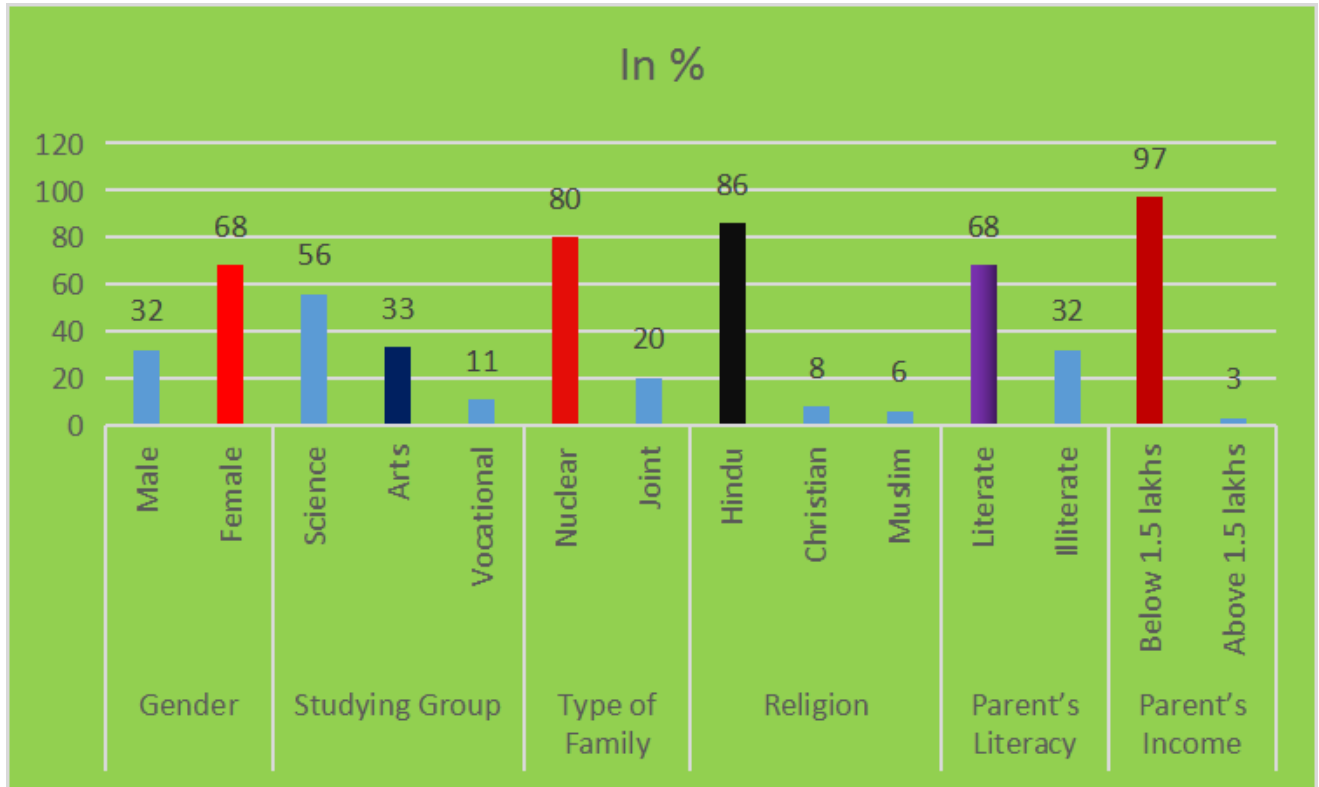


Figure: 3 *Personal Variable-wise Distribution of sample Students*

Table 3.9 Institutional Variable-wise Distribution of sample Students

Variable		Number	In %
Locality of School	Rural	294	86
	Urban	49	14
Type of School	Government	299	87
	Govt Model	44	13
Nature of School	Girls School	75	13
	Co-education School	265	77

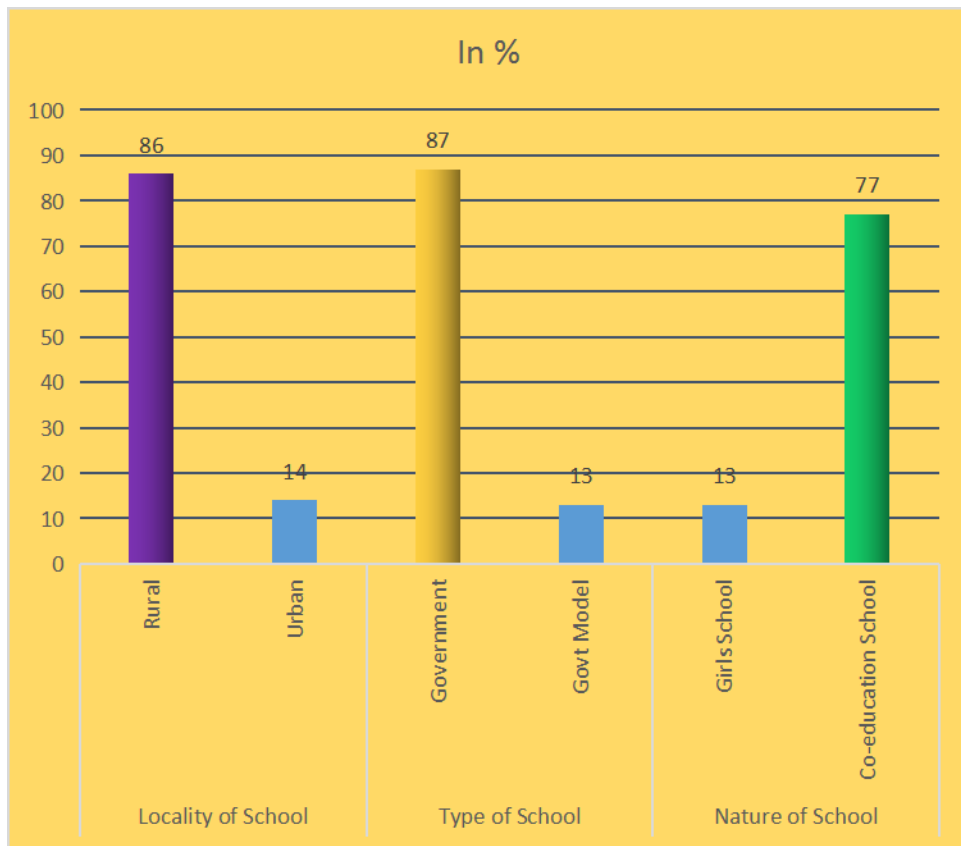


Figure: 4 *Institutional Variable-wise Distribution of sample Students*

Table 3. 10 Variable-wise Distribution of sample Teachers

	Variable	Number	In %
Gender	Male	22	34
	Female	43	66
Teaching Group	Science	33	51
	Arts	28	43
	Vocational	4	6
Religion	Hindu	49	75
	Christian	14	22
	Muslim	2	3
Status of Training	Trained	47	72
	Untrained	18	28
Teaching Experience	Below10 years	25	38
	Below10 years	40	62
Locality of School	Rural	50	77
	Urban	15	23
Type of School	Government	57	88
	Govt Model	8	12
Nature of School	Girls School	15	23
	Co-education School	50	77

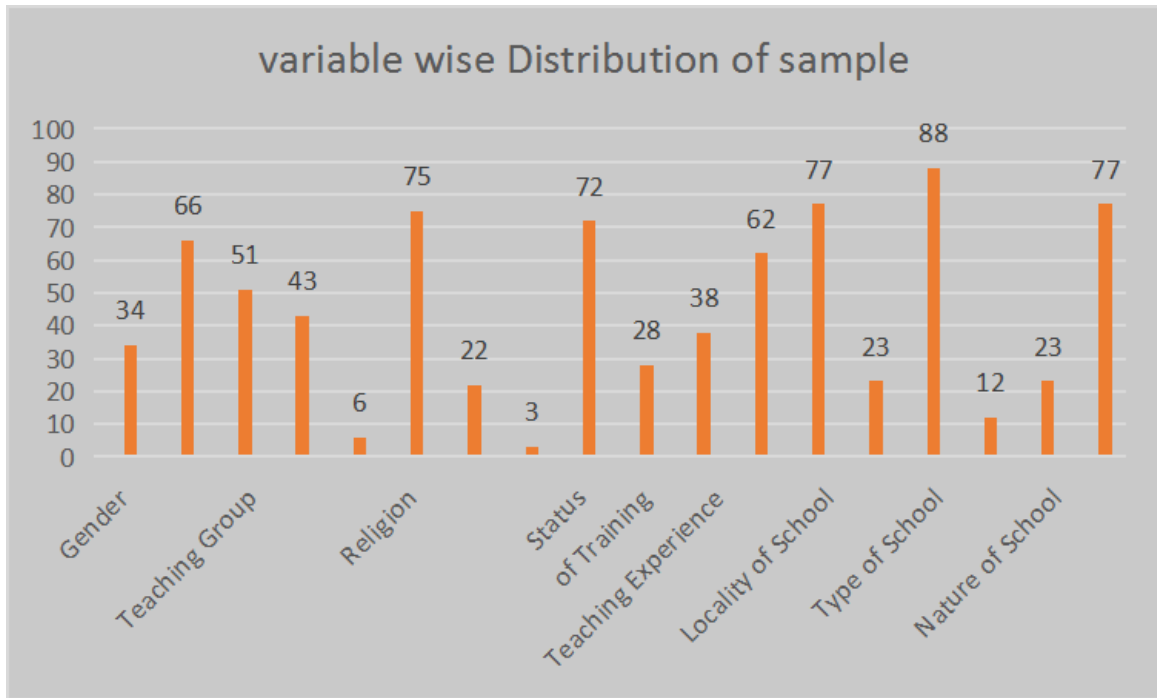


Figure: 5 Variable-wise Distribution of sample Teachers

Table 3. 11 Personal wise Distribution of sample Teachers

Variable		Number	In %
Gender	Male	22	34
	Female	43	66
Teaching Group	Science	33	51
	Arts	28	43
	Vocational	4	6
Religion	Hindu	49	75
	Christian	14	22
	Muslim	2	3
Status of Training	Trained	47	72
	Untrained	18	28
Teaching Experience	Below10 years	25	38
	Below10 years	40	62

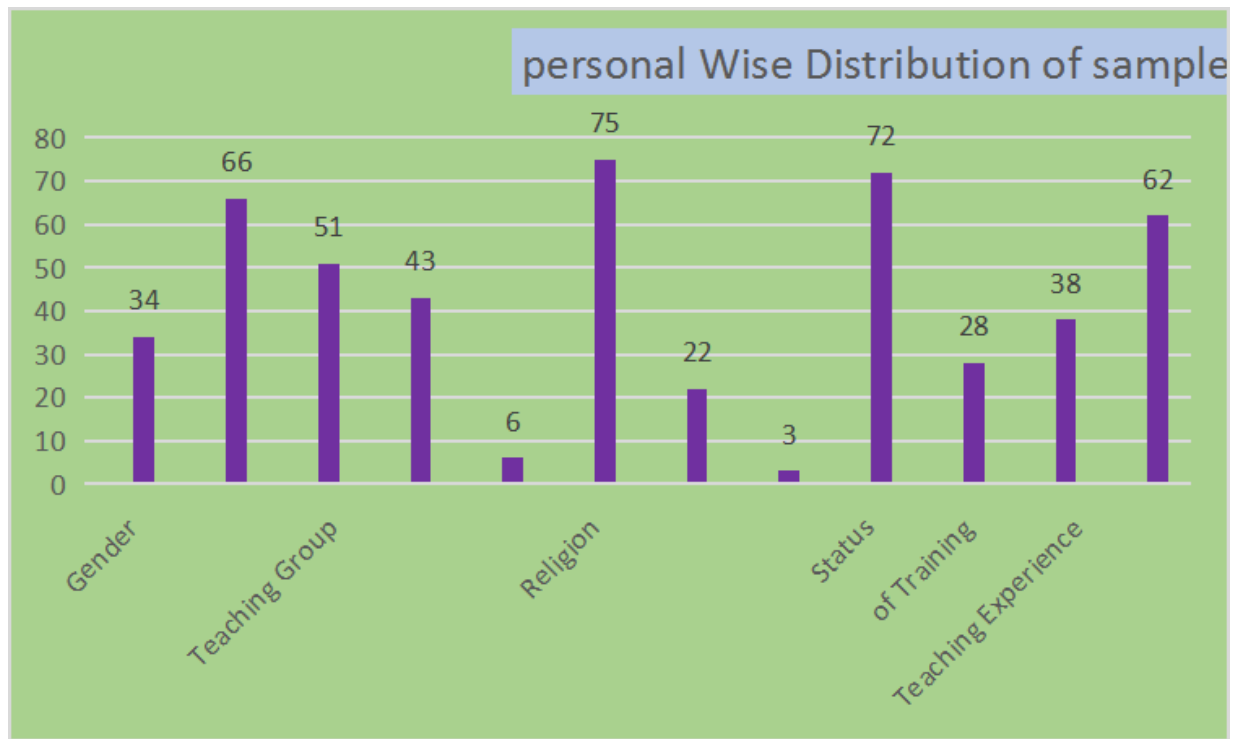


Figure: 6 Personal wise Distribution of sample Teachers

Table 3. 12 Institutional -wise Distribution of sample Teachers

Variable		Number	In %
Locality of School	Rural	50	77
	Urban	15	23
Type of School	Government	57	88
	Govt Model	8	12
Nature of School	Girls School	15	23
	Co-education School	50	77

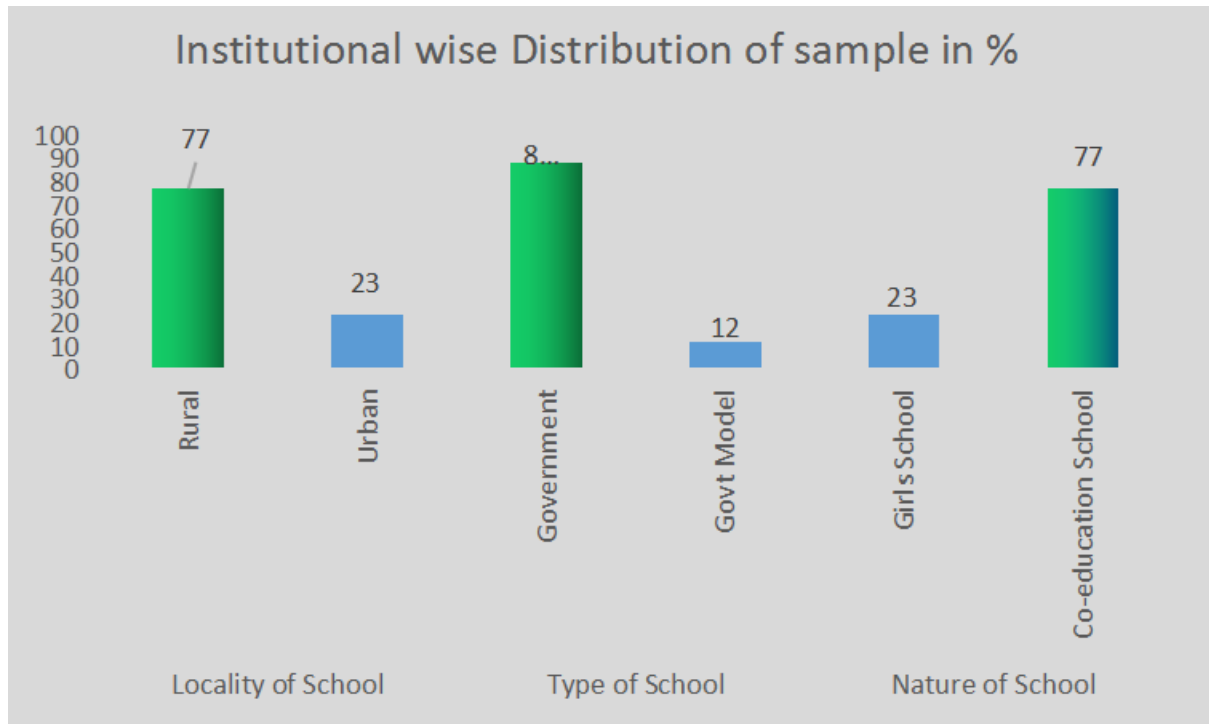


Figure: 7 Institutional -wise Distribution of sample Teachers

3.12 Delimitations of the study

Delimitations refer to “what the researcher is not going to do” (Leedy & Ormrod, 2010). In scholarly research, the goals of the research outlines what the researcher intends to do; without the delimitations, the reader will have difficulties in understanding the boundaries of the research

The delimitations of the present investigation were the following:

1. The present study is limited to teachers at post graduate level only.
2. The sample consists of 65 teachers in various schools and 343 students studying in the Tirunelveli .

3. The investigator selected perception and attitude towards NMS by teachers and students only.

3.13 Limitations of the study

Limitations of the project refer to limiting conditions or restrictive factors that may have an effect on the project (Simon, M. K. (2011).

- I. Availability of male post graduate level teachers is very few.
- II. Because of poor strength in many schools, data collection was expensive in terms of time.
- III. It was very difficult to collect the sample in three educational districts like Tirunelveli, Vallioor and Cheranmahadevi.
- IV. Headmasters of some schools find difficult to allow for data collection due to complete the syllabus
- V. Some students did not wish to respond the questionnaire.

3. 14 Statistical Techniques Employed

The t-test is a simple and elegant way to examine the difference between two groups, defined by a categorical independent variable, on a continuous independent variable (Berkman & Reise, 2012). SPSS version 23 was used for the data analysis. Analyses were carried out regarding level of intelligence and learning objectives. Independent samples t-test, tests the differences between means taken from two independent samples or groups (Zikmund, Babin, Carr & Griffin, 2009). The standard output for the independent-samples t-test includes the group means, sizes, standard deviations, and standard errors (Berkman & Reise, 2012).

The next chapter deals with the Analysis of the collected data •

CHAPTER IV

Analysis of Data

4

ANALYSIS OF DATA

Analysis of data is to make the data meaningful to draw some results from the data after the proper treatment. Analysis of data is a comprehensive process involves processing, i.e., operations designed to facilitate and increase amenability of data for analysis, as also operations designed to draw generalization or test hypothesis (Selltiz et al., in Bhandarkar & Wilkinson, 2010). Hence it is a process of studying, scrutinizing, and gleaming of relevant reliable information categorizing and arranging them and forming plausible conclusions which will lead on to and support further decisions to be made.

This chapter presents both quantitative and qualitative analysis and interpretation of data collected on title namely Perception of Teachers and Students on National Means cum Merit Scholarship Scheme. . A research is completed only when it is systematically classified and tabulated, scientifically analyzed, interpreted and rationally concluded. Suitable tools were used to analyze the data. Both descriptive and inferential analyses were carried out. Multivariate analysis was also carried out when more than one variable is considered. In the present study, data analysis is done using the statistical package SPSS version 20.

4.1 Analysis of Perception of Students and Teachers towards Career Guidance in NMS

To study the perception and attitude of students and teachers towards career guidance in Nan Mudhalvan Scheme in Tirunelveli District, percentage analysis is carried out with regard to personal and institutional variables.

4.1.1 Perception of Students towards Career Guidance in NMS

Table 4.01

Level of perception of students towards Career Guidance in Nan Mudhalvan Scheme

<i>Level of perception of students</i>	Low		Moderate		High	
	No.	%	No.	%	No.	%
Level	20	6	207	60	116	39

The table 4.01 reveals that more than 60% of students have moderate level of perception .towards career guidance in Nan Mudhalvan Scheme.. 06 % of students have low and 39 % of students have high level of perception .towards career guidance in Nan Mudhalvan Scheme.

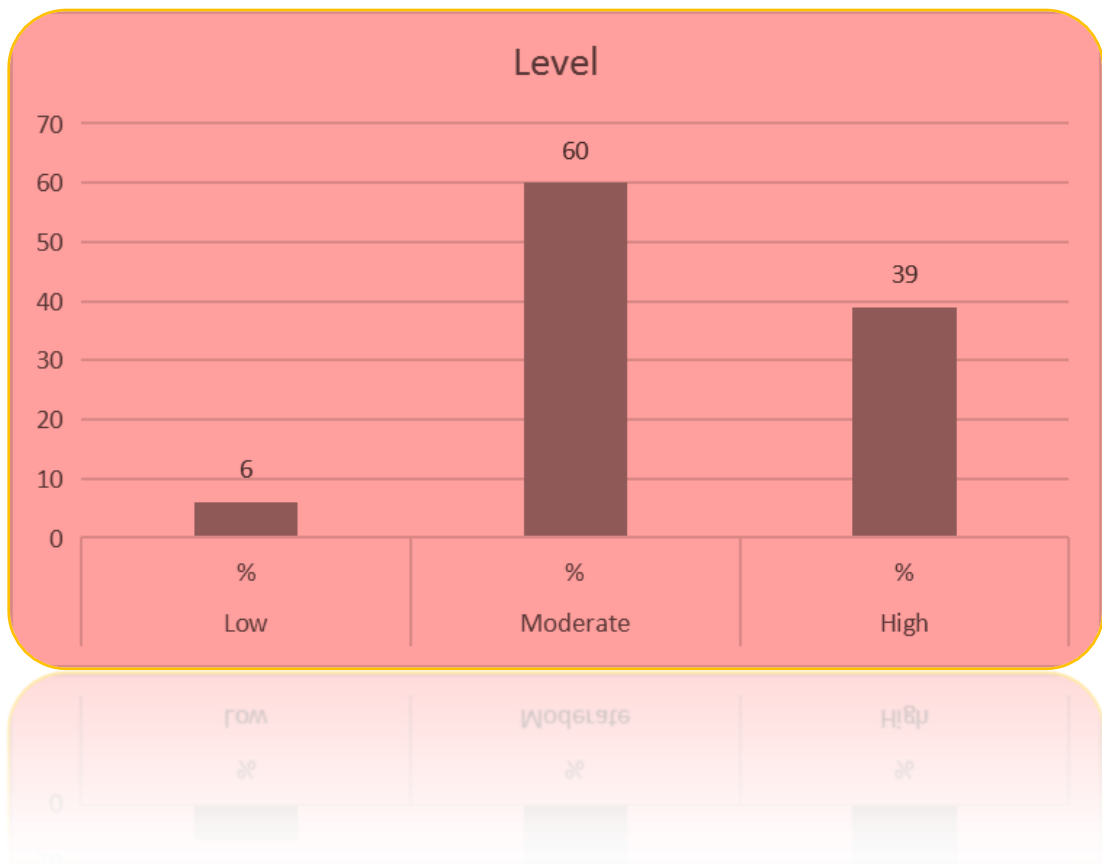


Figure: 4.1 *Level of perception of students towards career guidance in Nan Mudhalvan Scheme*

The figure 4.1 shows that more than 60% of students have moderate level of perception of .towards Nan Mudhalvan Scheme.. 06 % of students have low and 39 % of students have high level of perception .towards career guidance in Nan Mudhalvan Scheme.

Table 4.02

Level of perception of students towards career guidance in Nan Mudhalvan Scheme.

with regard to Personal Variables

Personal Variable		Low		Moderate		High	
		No.	%	No.	%	No.	%
Gender	Male	2	2	67	57	48	41
	Female	18	9	67	29	144	62
Studying Group	Science	0	0	42	22	149	78
	Arts	0	0	15	14	97	86
	Vocational	3	8	27	68	10	24
Type of Family	Nuclear	28	10	110	40	128	50
	Joint	4	6	27	40	36	54
Religion	Hindu	23	8	121	41	150	51
	Christian	4	14	10	33	16	53
	Muslim	2	11	9	47	8	42
Parent's Literacy	Literate	16	7	61	27	151	66
	Illiterate	12	11	51	48	44	41
Parent's Income	Below 1.5 lakhs	26	8	137	41	168	51
	Above 1.5 lakhs	2	18	2	18	7	64

The table 4.02 reveals that majority of the students have moderate level of perception towards career guidance in Nan Mudhalvan Scheme. 41% of male students have high and 62 % of female students have high level perception towards career guidance in Nan Mudhalvan Scheme. Science group students have 78 % and Arts group have 86% high level of perception towards NMS. With regard to type of family both nuclear and joint family have equal level of perception towards nan Mudhalvan scheme. With regard to religion hindu students have 51%, Christian students have 53% and Muslim students have 42% of high level of perception. The students of literate parents have high level (66%) of perception towards Nan Mudhalvan Scheme than illiterate parents. The students of parents with income above 1.5 lakhs have high level (64%) of perception towards Nan Mudhalvan Scheme than parents with income below 1.5 lakhs.

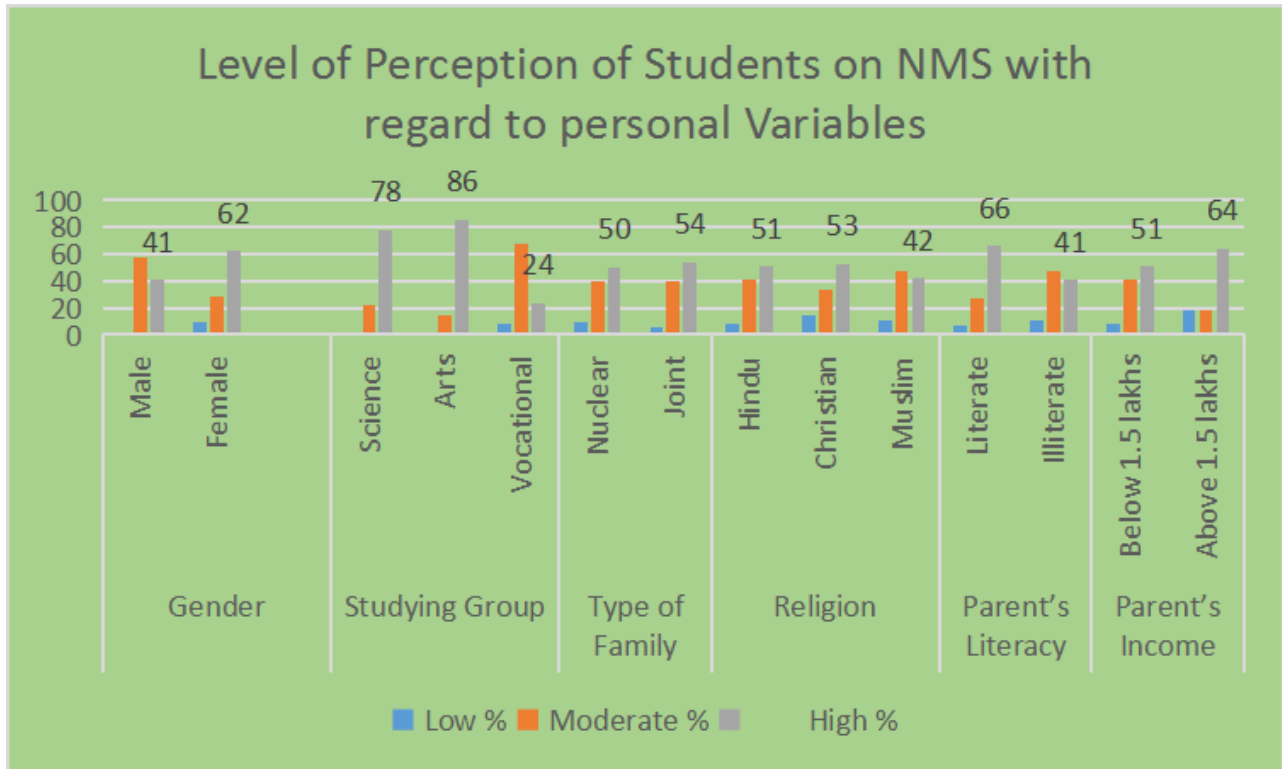


Figure: 4.2 *Level of perception of students towards career Guidance in Nan Mudhalvan Scheme with regard to personal Variables*

Figure 4.02 reveals that majority of the students have moderate level of perception towards career guidance in Nan Mudhalvan Scheme. 41% of male students have high and 62 % of female students have high level perception .towards Nan Mudhalvan Scheme.. Science group students have 78 % and Arts group have 86% high level of perception towards career guidance in NMS. With regard to type of family both nuclear and joint family have equal level of perception towards career guidance in nan Mudhalvan scheme. With regard to religion hindu students have 51%, Christian students have 53% and Muslim students have 42% of high level Of perception. The students of literate parents have high level (66%) of perception towards career guidance in Nan Mudhalvan Scheme than illiterate parents. The students of parents with income above 1.5 lakhs have high level (64%) of perception towards career guidance in Nan Mudhalvan Scheme than parents with income below 1.5 lakhs.

Table 4.03

Level of perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Locality of School	Rural	23	8	105	36	165	56
	Urban	5	13	28	70	7	17
Type of School	Government	25	9	128	44	145	47
	Model	3	7	15	34	26	59
Nature of School	Girls School	11	15	51	68	13	17
	Co-education	17	6	92	34	159	59

The table 4.03 reveals that students from rural area schools have high level 56 % than urban school students of perception towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 59 % of perception towards career guidance in Nan Mudhalvan scheme than government school students. The students from Co-education school have 59% of perception than girls only school students (17%)

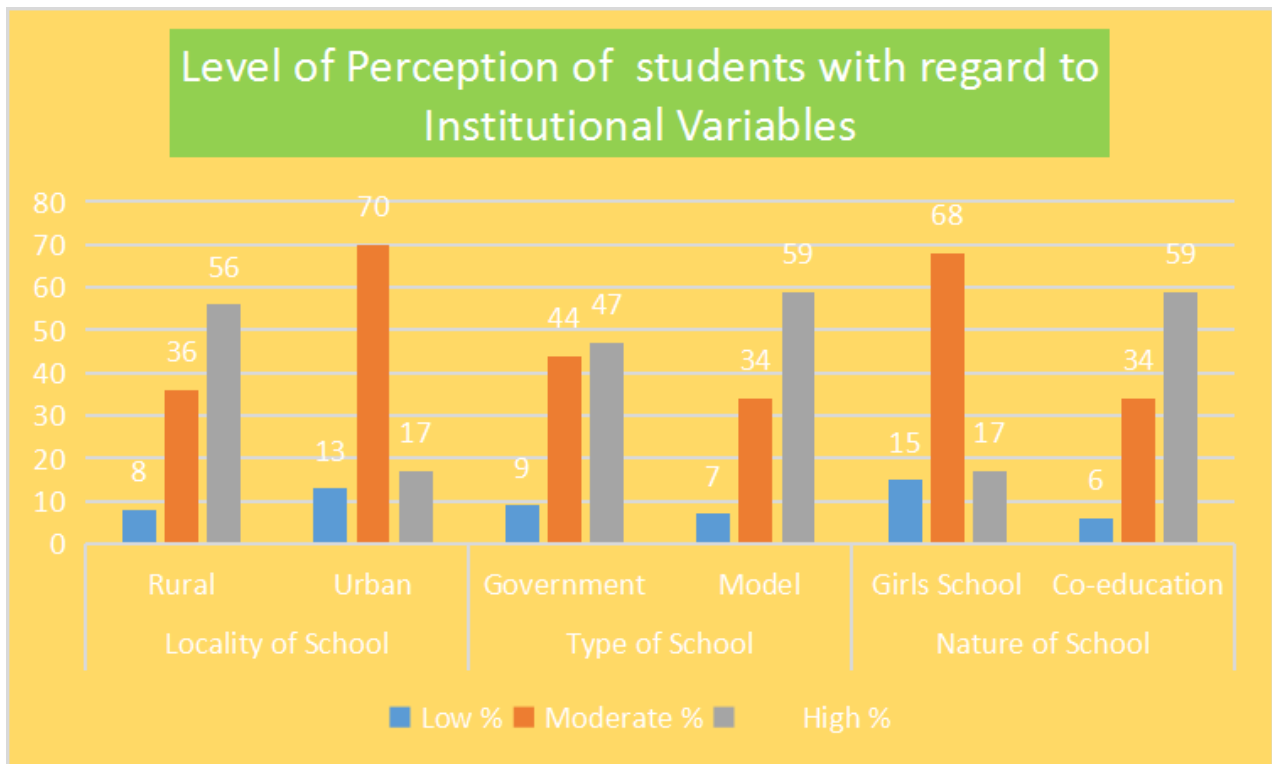


Figure: 4.3 *Level of perception of students towards Career Guidance in*

Nan Mudhalvan Scheme with regard to Institutional Variables

The figure 4.03 reveals that students from rural area schools have high level 56 % than urban school students of perception towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 59 % of perception towards career guidance in Nan Mudhalvan scheme than government school students. The students from Co-education school have 59% of perception than girls only school students (17%)

4.1.2 Attitude of Students towards Career Guidance in NMS

Table 4.04

Level of attitude of students towards Career Guidance in Nan Mudhalvan Scheme

<i>Level of attitude of students</i>	Low		Moderate		High	
	No.	%	No.	%	No.	%
Level	24	8	105	31	204	61

The table 4.04 reveals that more than 61% of students have high level of attitude .towards career guidance in Nan Mudhalvan Scheme.. 08 % of students have low and 31 % of students have moderate level of attitude .towards career guidance in Nan Mudhalvan Scheme.

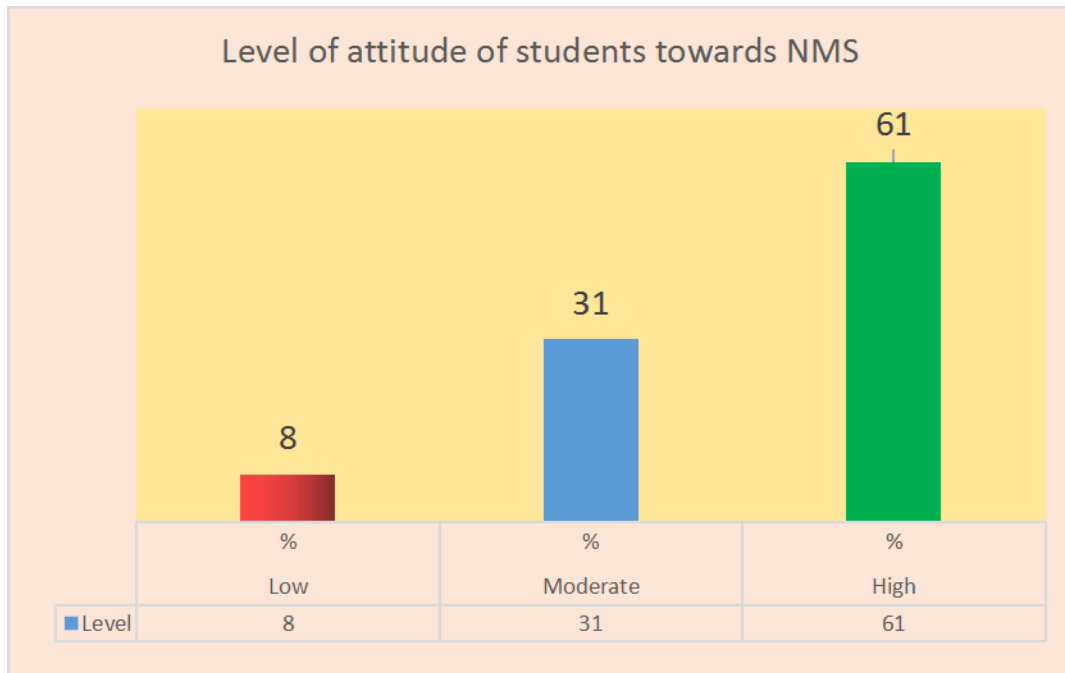


Figure: 4.4 *Level of attitude of students towards Career Guidance in Nan Mudhalvan Scheme*

The figure 4.04 reveals that more than 61% of students have high level of attitude .towards career guidance in Nan Mudhalvan Scheme.. 08 % of students have low and 31 % of students have moderate level of attitude .towards career guidance in Nan Mudhalvan Scheme.

Table 4.05

Level of attitude of students towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		Low		Moderate		High	
		No.	%	No.	%	No.	%
Gender	Male	13	12	32	29	65	59
	Female	15	06	71	30	147	64
Studying Group	Science	06	03	49	23	156	74
	Arts	12	11	29	26	71	63
	Vocational	02	05	33	83	05	12
Type of Family	Nuclear	16	06	88	32	172	62
	Joint	01	02	26	39	40	59
Religion	Hindu	21	07	94	33	170	60
	Christian	01	03	05	17	24	80
	Muslim	02	11	08	42	09	47
Parent's Literacy	Literate	11	05	68	29	153	66
	Illiterate	09	08	43	39	59	53
Parent's Income	Below 1.5 lakhs	24	07	103	31	204	62
	Above 1.5 lakhs	00	00	37	79	10	21

Table 4.05 reveals that majority of the students have high level of attitude towards career guidance in Nan Mudhalvan Scheme. 59 % of male students have high and 64 % of female students have high level of attitude towards career guidance in Nan Mudhalvan Scheme.. Science group students have 74 % and Arts group have 63 % high level and Vocational group students have 83 % of moderate level of attitude towards NMS. With regard to type of family both nuclear have 62 % and joint families have 59 % of high level of attitude towards Nan Mudhalvan scheme. With regard to religion hindu students have 60 %, Christian students have 80 % and Muslim students have 47 % of high level of attitude towards nan Mudhalvan scheme.. The students of literate parents have high level (66%) of attitude towards Nan Mudhalvan Scheme than illiterate parents. The students of parents with income below 1.5 lakhs have high level (62%) of attitude towards Nan Mudhalvan Scheme than parents with income above 1.5 lakhs.

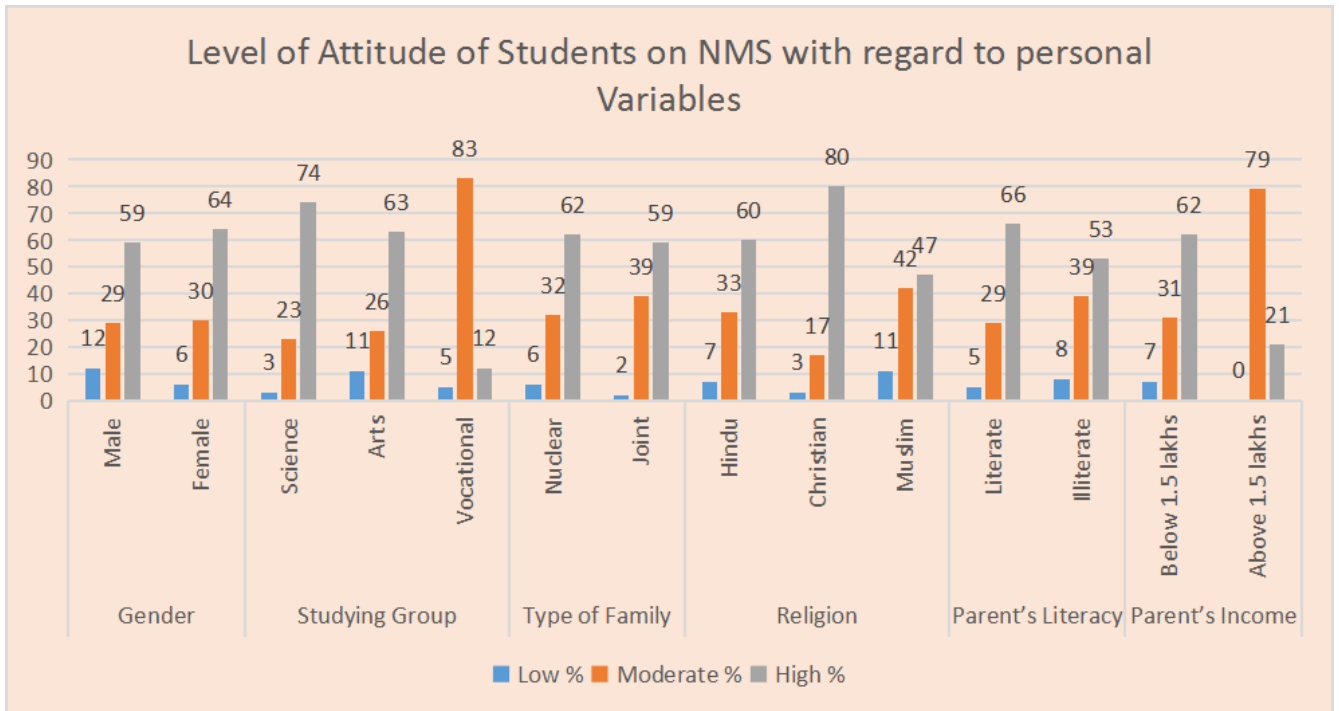


Figure: 4.5 *Level of attitude of students towards Career Guidance in Nan Mudhalvan Scheme with regard to personal Variables*

Figure 4.05 reveals that majority of the students have high level of attitude towards career guidance in Nan Mudhalvan Scheme. 59 % of male students have high and 64 % of female students have high level of attitude towards career guidance in Nan Mudhalvan Scheme.. Science group students have 74 % of high level than others. he students of literate parents have high level (66%) of attitude towards career guidance in Nan Mudhalvan Scheme than illiterate parents. The students of parents with income below 1.5 lakhs have high level (62%) of attitude towards career guidance in Nan Mudhalvan Scheme than parents with income above 1.5 lakhs.

Table 4.06

Level of attitude of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Locality of School	Rural	22	07	70	24	202	69
	Urban	02	04	37	76	10	20
Type of School	Government	17	06	110	37	172	57
	Model	00	00	04	09	40	91
Nature of School	Girls School	04	05	42	56	29	39
	Co-education	13	05	72	27	183	68

The table 4.06 reveals that students from rural area schools have high level 69 % than urban school students of attitude towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 91 % of attitude towards career guidance in Nan Mudhalvan scheme than government school students. The students from Co-education school have 68 % of attitude than girls only school students (39 %)

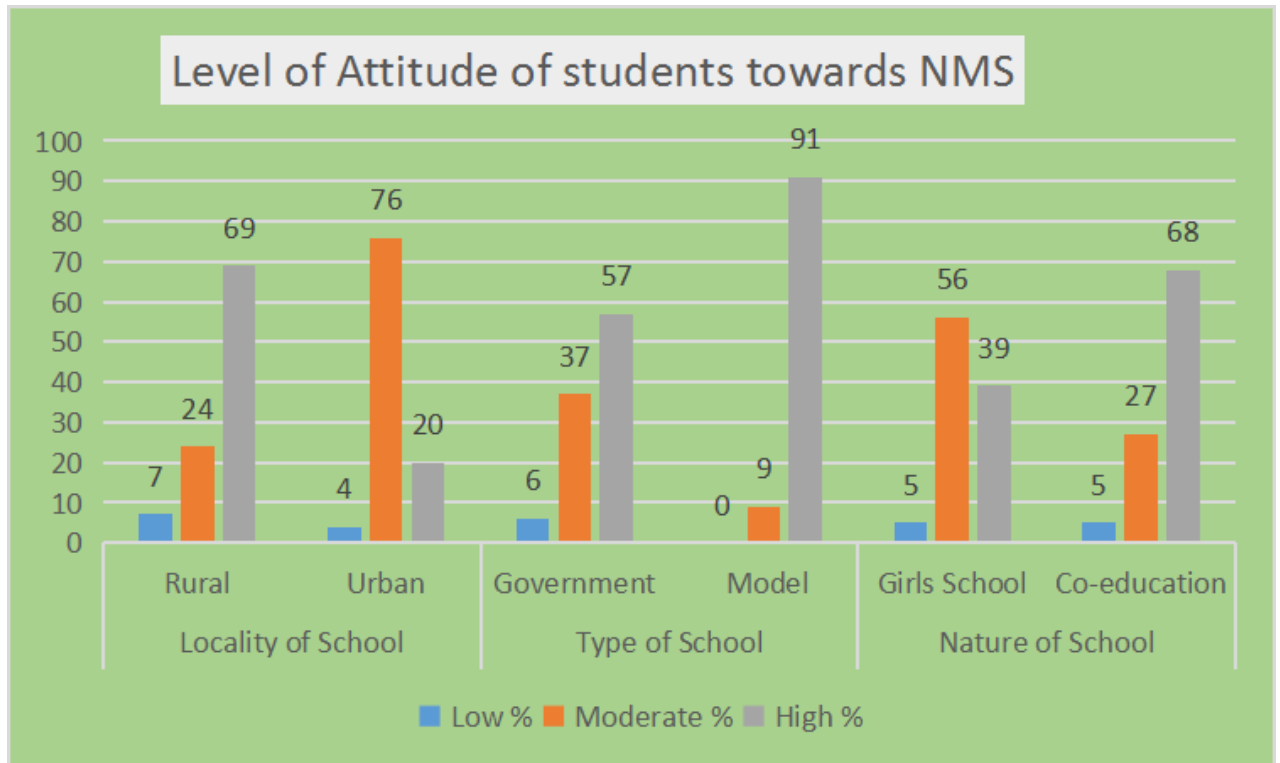


Figure: 4.6 Level of attitude of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Figure 4.06 reveals that students from rural area schools have high level 69 % than urban school students of attitude towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 91 % of attitude towards career guidance in Nan Mudhalvan scheme than government school students. The students from Co-education school have 68 % of attitude than girls only school students (39 %)

4.1.3 Perception of Teachers towards Career Guidance in NMS

Table 4.07

Level of perception of teachers towards Career Guidance in Nan Mudhalvan Scheme

<i>Level of Perception of Teachers</i>	Low		Moderate		High	
	No.	%	No.	%	No.	%
Level	0	0	13	20	52	80

The table 4.07 reveals that more than 80 % of teachers have high level of perception .towards career guidance in Nan Mudhalvan Scheme. . No teachers have low and 20 % of teachers have moderate level of attitude .towards career guidance in Nan Mudhalvan Scheme.

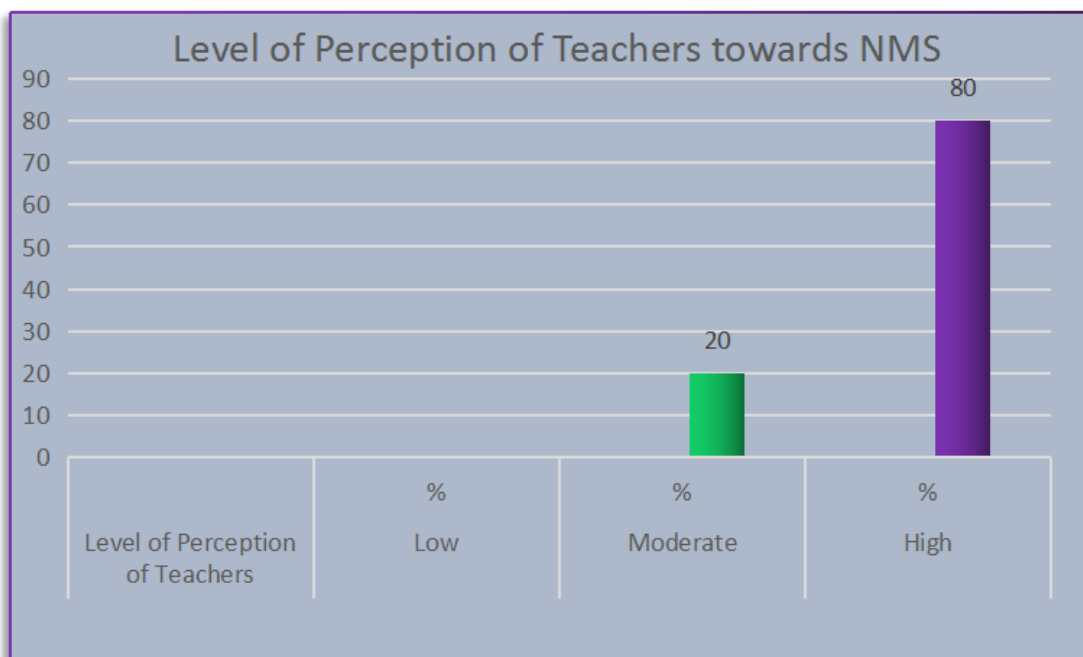


Figure: 4.7 *Level of Perception of teachers towards Career Guidance in Nan Mudhalvan Scheme*

Figure 4.07 reveals that more than 80 % of teachers have high level of attitude towards career guidance in Nan Mudhalvan Scheme. . No teachers have low and 20 % of teachers have moderate level of attitude towards Career guidance in Nan Mudhalvan Scheme.

Table 4.08

Level of perception of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		Low		Moderate		High	
		No.	%	No.	%	No.	%
Gender	Male	04	18	07	31	11	51
	Female	08	19	05	12	29	69
Teaching Group	Science	04	10	12	31	23	59
	Arts	08	31	06	23	12	46
	Vocational	0	0	0	0	07	100
Religion	Hindu	10	26	10	26	29	48
	Christian	01	7	03	21	10	72
	Muslim	0	0	0	0	02	100
Teaching Experience	Below 10 years	04	16	02	8	19	76
	Above 10 years	08	20	10	25	22	55
Training Status	Trained	09	19	08	17	30	64
	Untrained	03	17	04	22	11	61

Table 4.08 reveals that 51 % of male teachers and 69 % of female teachers have high level of perception towards career guidance in NMS. With regard to teaching group Science group teachers have 59 %, arts group 46 % and vocational group teachers have 100 % of perception towards career guidance in NMS. Hindu teachers have 48 %, Christian teachers have 72 % and muslim teachers have 100 % of perception towards career guidance in NMS. With regard to teaching experience, teachers with below 10 years of experience have more perception 76% than above 10 years of experience 55 %. Trained teachers have more perception 64 % than untrained teachers 61 % towards career guidance in NMS.

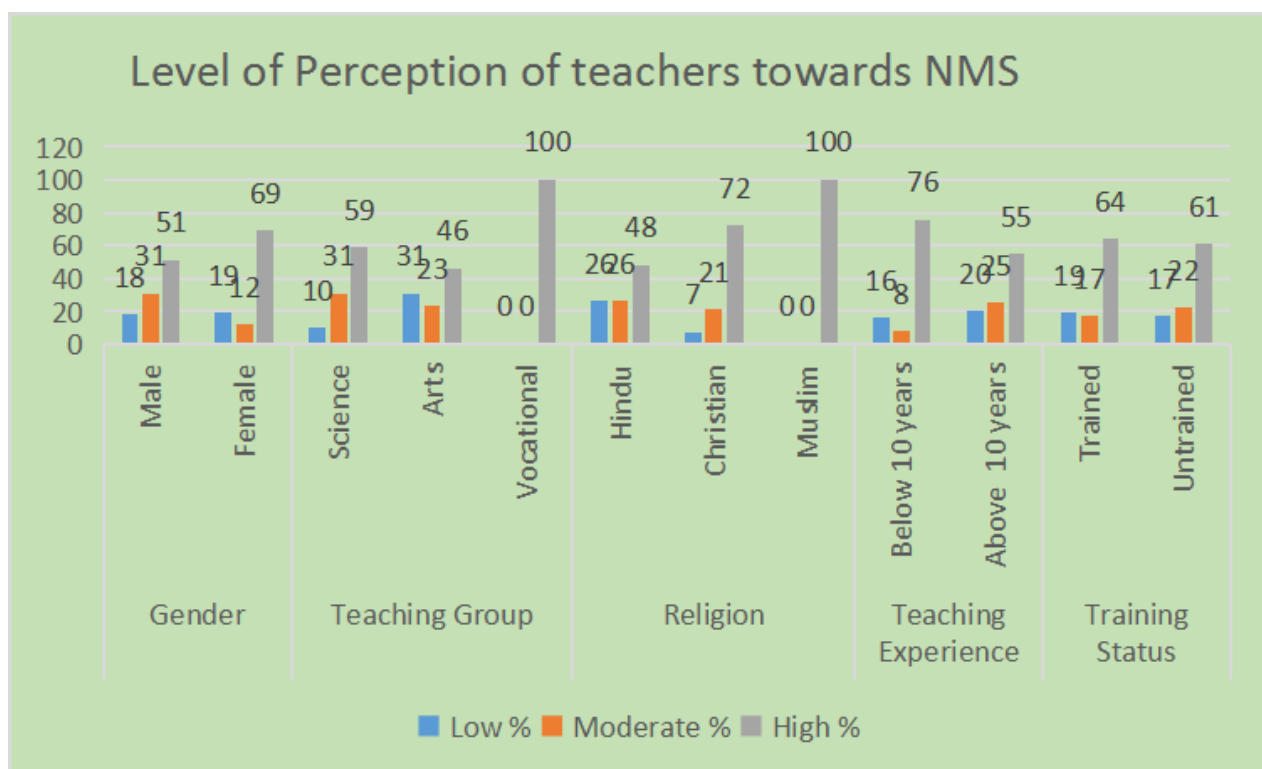


Figure: 4.8 *Level of Perception of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to personal variables*

Figure 4.8 shows that 51 % of male teachers and 69 % of female teachers have high level of perception towards career guidance in NMS. With regard to teaching group Science group teachers have 59 %, arts group 46 % and vocational group teachers have 100 % of perception towards career guidance in NMS. Hindu teachers have 48 %, Christian teachers have 72 % and muslim teachers have 100 % of perception towards career guidance in NMS. With regard to teaching experience, teachers with below 10 years of experience have more perception 76% than above 10 years of experience 55 %. Trained teachers have more perception 64 % than untrained teachers 61 % towards career guidance in NMS.

Table 4.09

Level of perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Locality of School	Rural	11	17	09	15	39	68
	Urban	01	07	03	20	11	73
Type of School	Government	11	19	10	17	37	64
	Model	01	14	02	29	04	57
Nature of School	Girls School	01	07	03	18	12	75
	Co-education	11	22	08	16	30	61

Table 4.09 shows that urban teachers have more perception 73 % than rural teachers 68 % towards career guidance in NMS. With regard to type of school government schoolteachers have more perception 64 % than Model school teachers 57 %. towards career guidance in NMS. With regard to nature of school girls school teachers have more perception 75 % than teachers in co-education schools.

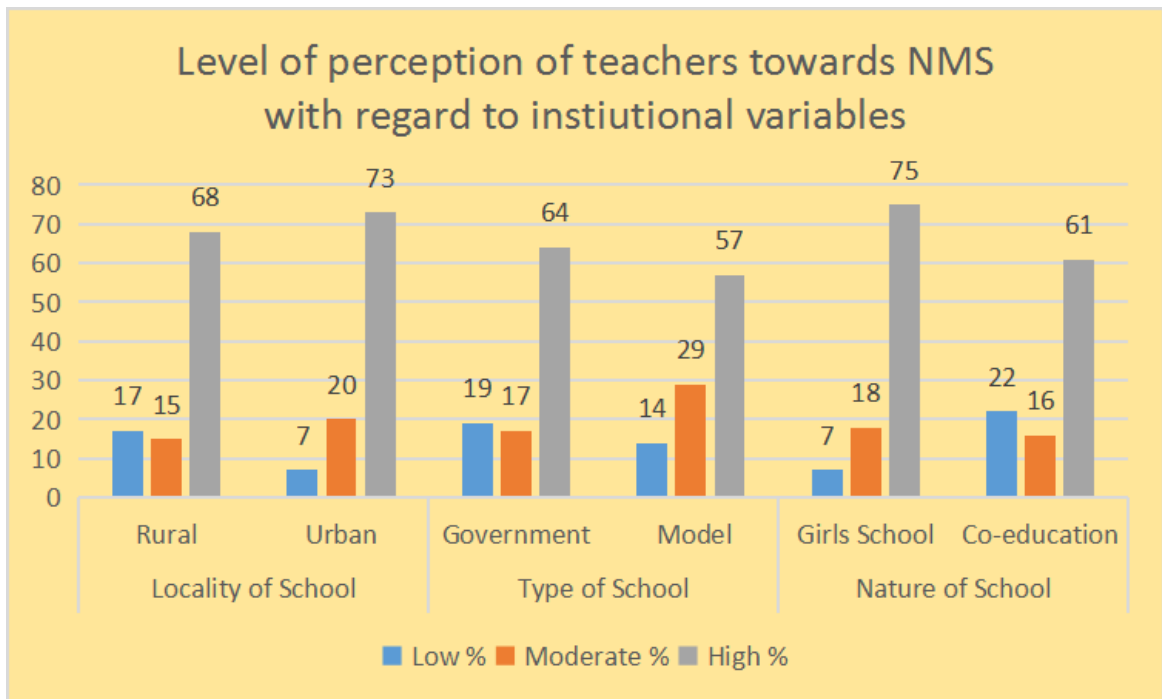


Figure: 4.9 Level of Perception of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to institutional variables

Figure 4.9 shows that urban teachers have more perception 73 % than rural teachers 68 % towards career guidance in NMS. With regard to type of school government schoolteachers have more perception 64 % than Model school teachers 57 % towards career guidance in NMS. With regard to nature of school girls school teachers have more perception 75 % than teachers in co-education schools.

4.1.4 Attitude of Teachers towards Career Guidance in NMS

Table 4.10

Level of attitude of teachers towards career guidance in Nan Mudhalvan Scheme

<i>Level of attitude of teachers</i>	Low		Moderate		High	
	No.	%	No.	%	No.	%
Level	0	0	13	20	52	80

The table 4.10 reveals that more than 80 % of teachers have high level of attitude .towards career guidance in Nan Mudhalvan Scheme.No teachers have low and 20 % of teachers have moderate level of attitude towards career guidance in Nan Mudhalvan Scheme.

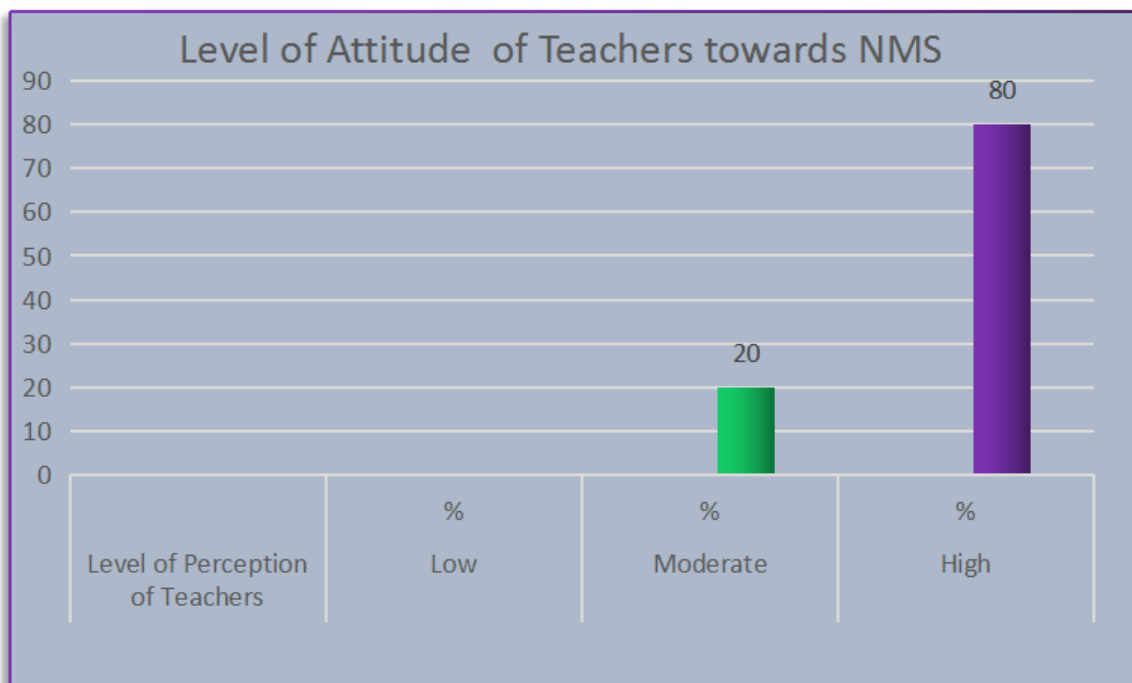


Figure: 4.10 *Level of Attitude of teachers towards Career Guidance Nan Mudhalvan Scheme*

Figure 4.10 reveals that more than 80 % of teachers have high level of attitude towards career guidance in Nan Mudhalvan Scheme. No teachers have low and 20 % of teachers have moderate level of attitude towards career guidance in Nan Mudhalvan Scheme.

Table 4.11

Level of attitude of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		Low		Moderate		High	
		No.	%	No.	%	No.	%
Gender	Male	0	0	13	59	9	41
	Female	0	0	0	0	43	100
Teaching Group	Science	0	0	13	59	19	41
	Arts	0	0	0	0	26	100
	Vocational	0	0	0	0	07	100
Religion	Hindu	0	0	13	22	47	78
	Christian	0	0	0	0	13	100
	Muslim	0	0	0	0	02	100
Teaching Experience	Below 10 years	0	0	13	52	12	48
	Above 10 years	0	0	0	0	40	100
Training Status	Trained	0	0	7	19	40	81
	Untrained	0	0	5	28	13	72

Table 4.11 reveals that 41 % of male teachers and 100 % of female teachers have high level of attitude towards career guidance in NMS. With regard to teaching group Science group teachers have 41 %, arts group and vocational group teachers have 100 % of attitude towards career guidance in NMS. Hindu teachers have 78 %, Christian and muslim teachers have 100 % of attitude towards career guidance in NMS. With regard to teaching experience, teachers with below 10 years of experience have 48 % and above 10 years of experience have 100 % of attitude towards career guidance in NMS. Trained teachers have more attitude 81 % than untrained teachers 61 % towards career guidance in NMS.

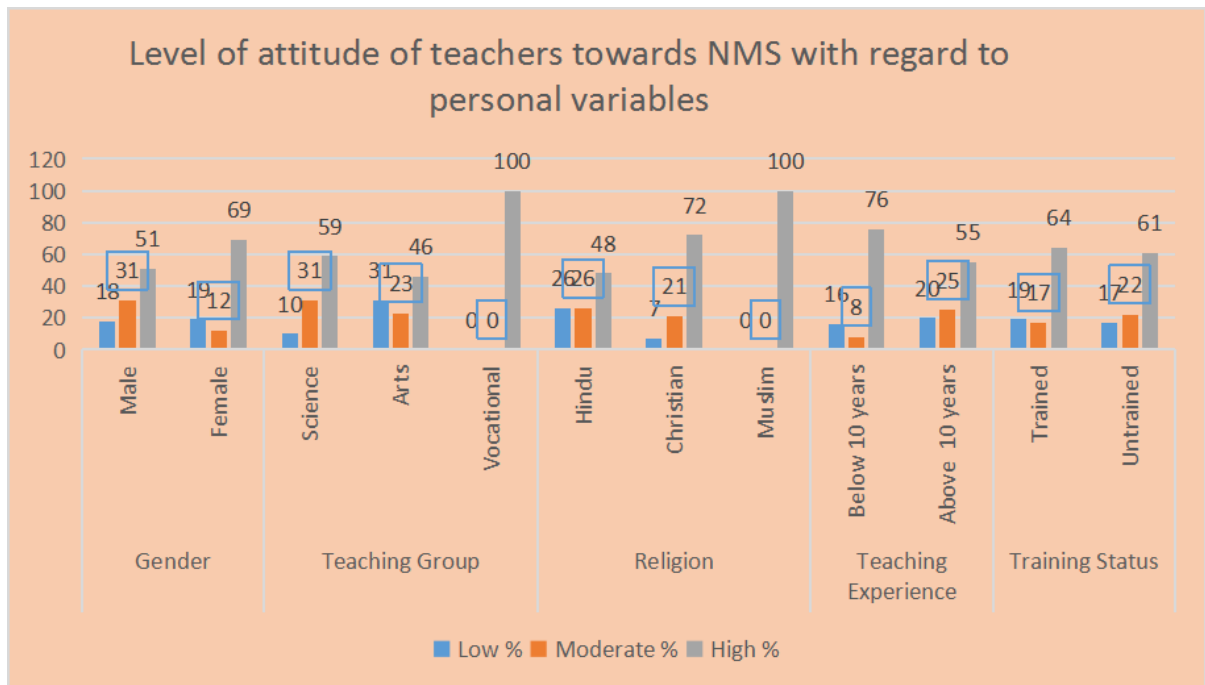


Figure: 4.11 *Level of Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to personal variables*

Figure 4.11 reveals that 41 % of male teachers and 100 % of female teachers have high level of attitude towards career guidance in NMS. With regard to teaching group Science group teachers have 41 %, arts group and vocational group teachers have 100 % of attitude towards career guidance in NMS. Hindu teachers have 78 %, Christian and muslim teachers have 100 % of attitude towards career guidance in NMS. With regard to teaching experience, teachers with below 10 years of experience have 48 % and above 10 years of experience have 100 % of attitude towards career guidance in NMS. Trained teachers have more attitude 81 % than untrained teachers 61 % towards career guidance in NMS.

Table 4.12

Level of attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variables		Low		Moderate		High	
		No.	%	No.	%	No.	%
Locality of School	Rural	0	0	13	26	37	74
	Urban	0	0	02	13	13	87
Type of School	Government	0	0	13	22	45	78
	Model	0	0	0	0	07	100
Nature of School	Girls School	0	0	13	87	02	13
	Co-education	0	0	0	0	50	100

Table 4.12 shows that rural teachers have more attitude 87 % than rural teachers 74 % towards career guidance in NMS. With regard to type of school model schoolteachers have 100 % than government schoolteachers have 78 % of attitude towards career guidance in NMS. With regard to nature of school girls school teachers have more moderate level of attitude 87 % of attitude than teachers in co-education schools have 100 % of attitude towards career guidance in NMS.

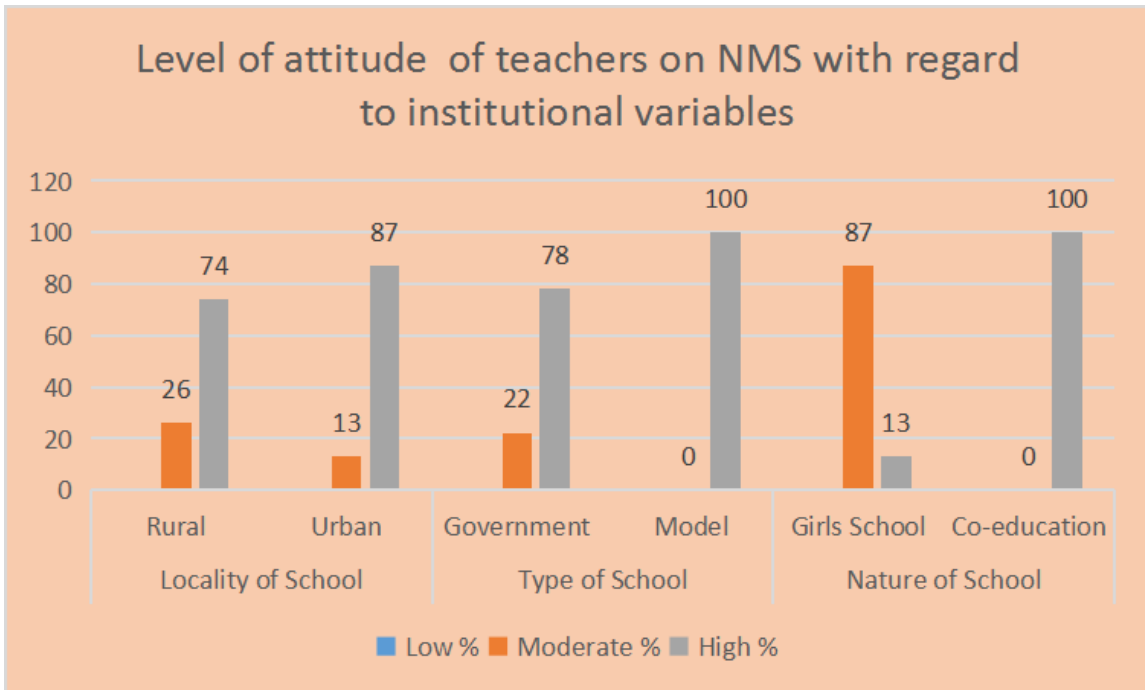


Figure: 4.12 *Level of Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to personal variables*

Figure 4.12 shows that rural teachers have more attitude 87 % than rural teachers 74 % towards career guidance in NMS. With regard to type of school model school teachers have 100 % than government schoolteachers have 78 % of attitude towards career guidance in NMS. With regard to nature of school girls school teachers have more moderate level of attitude 87 % of attitude than teachers in co-education schools have 100 % of attitude towards career guidance in NMS.

4.2 Significant difference in the perception of students and teachers towards Career Guidance in Nan Mudhalvan Scheme

To study the significant difference in perception of teachers and students towards career guidance in Nan Mudhalvan Scheme in Tirunelveli District, t-test and ANOVA is carried out with regard to personal and institutional variables.

Table 4.13

H₀ 1 : There is no Significant difference in the perception of students towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

4.2.1 Significant difference in the perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		N	Mean	SD	t-value	p-value
Gender	Male	110	80.19	13.35	3.999	.000**
	Female	233	72.91	16.73		
Type of Family	Nuclear	276	76.51	14.68	2.990	.341 ^{NS}
	Joint	67	70.04	20.14		
Parent's Literacy	Literate	232	78.35	15.88	1.775	.067 ^{NS}
	Illiterate	111	73.18	21.45		
Parent's Income	Below 1.5 lakhs	331	75.31	15.88	.722	.340 ^{NS}
	Above 1.5 lakhs	12	71.73	21.45		

** Significant at 1% level

NS- not Significant

Table 4.13 reveals that the p-value .000 is less than 0.05, the null hypothesis is not accepted at 5 % level of significance. Hence, there is significant difference between male and female students in perception students towards career guidance in career guidance in career guidance in career guidance in career guidance in career guidance in NMS. The mean score revealed that female students are more significant perception towards career guidance in NMS. With regard to type of family the p-value .341 is more than .01, the null hypothesis is accepted. Hence there is no significant difference between nuclear and joint family students of perception on career guidance in NMS.. In regard to parents literacy the p value .067 is greater than .05, hence null hypotheses is accepted and there is no significant difference students of literate and illiterate parents. With regard to parent's income above and below 1.5 lakhs the p value .340 is greater than .05 level of significance, hence there is no significant difference between perceptions of students parent's income towards career guidance in Nan Mudhalvan Scheme.

Table 4.14

H₀ 2: There is no Significant difference in the perception of students Career Guidance in Nan Mudhalvan Scheme with regard to Studying Group

4.2.2 Significant difference in the perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Studying Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7258.979	2	3629.489	15.214	.000**
Within Groups	81112.459	340	238.566		
Total	88371.437	342			

** Significant at 1% level

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is significance in the perception of students towards career guidance in NMS regarding studying group like science, arts and vocational.

Table 4.15

H₀ 3: There is no Significant difference in the perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to religion

4.2.3 Significant difference in the perception of students towards career Guidance Nan Mudhalvan Scheme with regard to Religion

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3922.125	3	1307.375	5.248	.501 ^{NS}
Within Groups	84449.312	339	249.113		
Total	88371.437	342			

NS-Not significant

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is no significance in the perception of students towards career guidance in NMS regarding religion like Hindu, Christian and muslim.

Table 4.16

H₀ 4 : There is no Significant difference in the Perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

4.2.4 Significant difference in the Perception of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variable	N	Mean	SD	t-value	p-value
Locality of School	Rural	294	77.16	16.03	5.634 .000**
	Urban	49	63.77	19.73	
Type of School	Government	299	74.31	15.91	2.824 .000**
	Model	44	81.57	15.97	
Nature of School	Girls only	75	61.57	12.64	9.326 .000**
	Co-Education	268	79.07	14.86	

** Significant at 1% level

In the above table, since the p value is less than to 0.05. Hence it is concluded that there is significance in the perception of students towards career guidance in NMS regarding institutional variables like locality of school. type of school and nature of school. The mean difference shows that rural. model and co-education school students have more perception towards career guidance in Nan Mudhalvan scheme.

Table 4.17

H₀ 5 : There is no Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

4.2.5 Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		N	Mean	SD	t-value	p-value
Gender	Male	22	75.00	19.53	0.513	0.685 ^{NS}
	Female	43	77.00	21.71		
Teaching Experience	Below 10 years	25	81.28	21.16	1.356	0.180 ^{NS}
	Above 10 years	40	74.10	20.50		
Training Status	Trained	47	75.83	21.85	0.641	0,524 ^{NS}
	Untrained	18	79.56	18.44		

NS- Not Significant

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding gender. teaching experience and training status.

Table 4.18

H06: There is no Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to teaching group

4.2.6 Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to teaching group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1062.240	2	531.120		
Within Groups	26874.181	62	433.455	1.225	.301 ^{NS}
Total	27936.421	64			

NS- Not Significant

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding teaching group like science, arts and vocational.

Table 4.19

Ho7: There is no Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to religion

4.2.7 Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to religion

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2464.952	2	1232.476	3.094	.152 ^{NS}
Within Groups	24296.647	62	398.306		
Total	26761.599	64			

NS- Not Significant

In the above table, since the p value is greater than 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding religion like hindu, Christian and muslim.

Table 4.20

Ho8: There is no Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

4.2. 8 Significant difference in the Perception of teachers towards career guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variable		N	Mean	SD	t-value	p-value
Locality of School	Rural	60	74.28	21.15	0.641	.068 ^{NS}
	Urban	15	85.47	18.03		
Type of School	Government	58	76.72	21.56	0.159	0.814 ^{NS}
	Model	7	78.05	16.67		
Nature of School	Girls only	15	85.85	18.33	1.962	.050*
	Co-Education	50	74.14	21.00		

* Significant at 5% level

NS- Not Significant

In the above table p – value is greater than 0.05, hence there is no significance in the perception of teachers on career guidance in NMS with regard to locality of school and type of school. With regard to nature of school p value is less than .05. Hence it is concluded that there is significance in the perception of teachers towards career guidance in NMS regarding nature of school. The mean difference revealed that girls only school students have more perception towards career guidance in NMS than co-education school students.

4.3 Significant difference in the Attitude of students and teachers towards Career Guidance in Nan Mudhalvan Scheme

To study the significant difference in attitude of students and teachers towards career guidance in Nan Mudhalvan Scheme in Tirunelveli District, t-test and ANOVA is carried out with regard to personal and institutional variables.

Table 4.21

H₀ 9 : There is no Significant difference in the attitude of students towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

4.3.1 Significant difference in the attitude of students towards career guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		N	Mean	SD	t-value	p-value
Gender	Male	110	80.37	21.43	0.706	.481 ^{NS}
	Female	233	81.91	17.50		
Type of Family	Nuclear	276	80.89	19.30	1.049	.295 ^{NS}
	Joint	67	83.58	16.75		
Parent's Literacy	Literate	232	84.16	17.81	4.085	.000**
	Illiterate	111	75.48	19.67		
Parent's Income	Below 1.5 lakhs	331	81.39	18.93	0.482	.000**
	Above 1.5 lakhs	12	84.17	15.723		

** Significant at 1% level

NS- Not Significant

Table 4.21 reveals that the p-value is greater than 0.05, the null hypothesis is accepted. Hence, there is no significant difference between male and female students in attitude towards career guidance in NMS. With regard to type of family the p-value is more than .01, the null hypothesis is accepted. Hence there is no significant difference between nuclear and joint family students. With regard to parent's literacy and parent's income p value is less than .00%. Hence it is concluded that there is significant difference in students of literate and illiterate parents and students of parent's income above and below 1.5 lakh on attitude towards career guidance in NMS. The mean difference revealed that students of literate and income above 1.5 lakhs have more attitude towards career guidance in NMS than illiterate and income below 1.5 lakh.

Table 4.22

H₀ 10 : There is no Significant difference in the attitude of students in Career Guidance in Nan Mudhalvan Scheme with regard to Studying Group

4.3.2 Significant difference in the attitude of students in Career Guidance in Nan Mudhalvan Scheme with regard to Studying Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12238.057	2	6119.029	19.064	.000**
Within Groups	109132.245	340	320.977		
Total	121370.302	342			

** Significant at 1% level

In the above table, since the f value is less than 0.05. Hence it is concluded that there is significance in the attitude of students towards career guidance in NMS regarding studying group like science, arts and vocational.

Table 4.23

H₀ 11 : There is no Significant difference in the attitude of students towards career guidance in Nan Mudhalvan Scheme with regard to religion

4.3.3 Significant difference in the attitude of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Religion

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	296.077	2	148.038	1.035	.361 ^{NS}
Within Groups	8725.673	61	143.044		
Total	9021.750	64			

NS-Not significant

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is no significance in the attitude of students towards career guidance in NMS regarding religion like Hindu, Christian and muslim.

Table 4.24

H₀ 12: There is no Significant difference in the Attitude of students towards Career Guidance in Nan Mudhalvan hip Scheme with regard to Institutional Variables

4.3.4 Significant difference in the Attitude of students towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variable	N	Mean	SD	t-value	p-value
Locality of School	Rural	294	83.62	5.537	.000**
	Urban	49	88.17		
Type of School	Government	299	80.00	3.677	.000**
	Model	44	90.99		
Nature of School	Girls only	75	74.96	5.408	.000**
	Co-Education	268	83.22		

** Significant at 1% level

In the above table, since the p value is less than to 0.05. Hence it is concluded that there is significance in the attitude of students towards career guidance in NMS regarding institutional variables like locality of school, type of school and nature of school. The mean difference shows that urban, model and co-education school students have more attitude towards career guidance in Nan Mudhalvan scheme.

Table 4.25

H₀ 13 : There is no Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Personal Variables

4.3.5 Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Personal Variables

Personal Variable		N	Mean	SD	t-value	p-value
Gender	Male	22	83.91	10.97	1.158	.260 ^{NS}
	Female	43	87.51	12.90		
Teaching Experience	Below 10 years	25	90.10	12.60	2.127	.037*
	Above 10 years	40	83.88	10.91		
Training Status	Trained	47	87.06	12.16	.843	.403 ^{NS}
	Untrained	18	84.28	11.18		

*Significant at 5% level

NS- Not Significant

In the above table, since the p value is greater than to 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding gender and training status. With regard to teaching experience p- value is less than .05 % level. Hence there is significance in attitude of teachers with teaching experience below 10 years and above 10 years. The mean difference shows that teachers with below 10 years of experience have more attitude than above 10 years towards career guidance in NMS.

Table 4.26

H₀14: There is no Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to teaching group

4.3.6 Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to teaching group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	238.087	2	119.044	.836	.438 ^{NS}
Within Groups	8829.359	62	142.409		
Total	9067.446	64			

NS- Not Significant

In the above table, since the f value is greater than to 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding teaching group like science, arts and vocational.

Table 4.27

H₀₁₅: There is no Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to religion

4.3.7 Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to religion

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1062.240	2	531.120	1.225	.301 ^{NS}
Within Groups	26874.181	62	433.455		
Total	27936.421	64			

NS- Not Significant

In the above table, since the p value is greater than 0.05. Hence it is concluded that there is no significance in the perception of teachers towards career guidance in NMS regarding religion like hindu, Christian and muslim.

Table 4.28

Ho16: There is no Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

4.3.8 Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Institutional Variables

Institutional Variable		N	Mean	SD	t-value	p-value
Locality of School	Rural	50	87.00	12.30	.874	.386 ^{NS}
	Urban	15	83.13	10.49		
Type of School	Government	58	85.59	11.59	1.422	.160 ^{NS}
	Model	7	92.29	15.21		
Nature of School	Girls only	15	84.40	11.06	.899	.487 ^{NS}
	Co-Education	50	86.86	12.19		

In the above table p – value is greater than 0.05, hence there is no significance in the attitude of teachers career guidance in NMS with regard to locality of school, type of school and nature of school.

4.4 Correlation Analysis on perception and Attitude of Students towards Career Guidance in NMS

Table: 4.29

H₀ 17: *There is no correlation between Perception and Attitude of Students*

4.4.1 Correlation between Perception and Attitude of Students towards Career Guidance in NMS

Variables	N	r	p-value
Perception and Attitude	343	.384	.000**

** . Correlation is significant at the 0.01 level (2-tailed)

In the above table, since the p-value is less than .00, the null hypothesis is rejected at 1 % level of significance. It shows that there is positive correlation between perception and attitude of students towards NMS.

Table: 4.30

H₀ 18: *There is no correlation between Perception and Attitude of Teachers towards Career Guidance in NMS*

4.4.2 Correlation between Perception and Attitude of Teachers towards Career Guidance in NMS

Variables	N	r	p-value
Perception and Attitude	65	.085	.499 ^{NS}

NS – Not Significant

In the above table, since the p-value exceeds .05, the null hypothesis is accepted at 5 % level of significance. It shows that there is no correlation between perception and attitude of teachers towards career guidance in NMS.

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CHAPTER V

Findings and Recommendations

5

FINDINGS AND RECOMMENDATIONS

The findings revealed through survey data generated from 343 students and 65 teachers' perception and attitude on NMS. In this study 9 variables were selected as background variables. *Personal variables* include gender, type of family, studying group, religion, literacy of parents, and annual income of parent's. The *institutional* variables include locality, type and nature of institution. *Personal variables* for teachers include gender, teaching group, religion and training status. The *institutional* variables include locality, type and nature of institution.

5.1 FINDINGS

The findings of the study are presented in four sections

5.1.1 Findings based on Perception of Students toward Career Guidance in NMS

1. More than 60% of students have moderate level of perception of .towards career guidance in Nan Mudhalvan Scheme.. 06 % of students have low and 39 % of students have high level of perception .towards career guidance in Nan Mudhalvan Scheme.
2. Majority of the students have moderate level of perception towards career guidance in Nan Mudhalvan Scheme. 41% of male students have high and 62 % of female students have high level perception .towards career guidance in Nan Mudhalvan Scheme. Science group students have 78 % and Arts group have 86% high level of perception towards career guidance in NMS. With regard to type of family both nuclear and joint family have equal level of perception towards career guidance in Nan Mudhalvan scheme. With regard to religion hindu students have 51%, Christian students have 53% and Muslim students have 42% of high level Of perception. The students of literate parents have high level (66%) of perception towards career guidance in Nan Mudhalvan Scheme than illiterate parents. The students of parents with income above 1.5 lakhs have high level (64%) of perception towards career guidance in Nan Mudhalvan Scheme than parents with income below 1.5 lakhs.
3. Students from rural area schools have high level 56 % than urban school students of perception towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 59 % of perception towards career guidance in Nan Mudhalvan scheme than government school

students. The students from Co-education school have 59% of perception than girls only school students (17%)

5.1.2 Findings based on Attitude of Students towards Career Guidance in NMS

4. More than 61% of students have high level of attitude towards career guidance in Nan Mudhalvan Scheme. 08 % of students have low and 31 % of students have moderate level of attitude towards career guidance in Nan Mudhalvan Scheme.
5. Majority of the students have high level of attitude towards Nan Mudhalvan Scheme. 59 % of male students have high and 64 % of female students have high level of attitude towards career guidance in Nan Mudhalvan Scheme. Science group students have 74 % and Arts group have 63 % high level and Vocational group students have 83 % of moderate level of attitude towards career guidance in NMS. With regard to type of family both nuclear have 62 % and joint families have 59 % of high level of attitude towards career guidance in Nan Mudhalvan scheme. With regard to religion hindu students have 60 %, Christian students have 80 % and Muslim students have 47 % of high level of attitude towards career guidance in Nan Mudhalvan scheme. The students of literate parents have high level (66%) of attitude towards career guidance in Nan Mudhalvan Scheme than illiterate parents. The students of parents with income below 1.5 lakhs have high level (62%) of attitude towards career guidance in Nan Mudhalvan Scheme than parents with income above 1.5 lakhs.
6. Students from rural area schools have high level 69 % than urban school students of attitude towards career guidance in Nan Mudhalvan Scheme. The students from district model school have high level 91 % of attitude towards

career guidance in Nan Mudhalvan scheme than government school students.

The students from Co-education school have 68 % of attitude than girls only school students (39 %).

5.1.3 Findings based on Perception of Teachers towards Career Guidance in NMS

7. 80 % of teachers have high level of perception .towards career guidance in Nan Mudhalvan Scheme. No teachers have low and 20 % of teachers have moderate level of perception towards career guidance in Nan Mudhalvan Scheme.
8. 51 % of male teachers and 69 % of female teachers have high level of perception towards career guidance in NMS. With regard to teaching group Science group teachers have 59 %, arts group 46 % and vocational group teachers have 100 % of perception towards career guidance in NMS. Hindu teachers have 48 %, Christian teachers have 72 % and muslim teachers have 100 % of perception towards NMS. With regard to teaching experience, teachers with below 10 years of experience have more perception 76% than above 10 years of experience 55 %. Trained teachers have more perception 64 % than untrained teachers 61 % towards career guidance in NMS.
9. Urban school teachers have more perception 73 % than rural school teachers 68 %. towards career guidance in NMS. With regard to type of school government schoolteachers have more perception 64 % than Model school teachers 57 %. towards career guidance in NMS. With regard to nature of school girls school teachers have more perception 75 % than teachers in co-education schools.

5.1.4 Findings based on Attitude of Teachers towards Career Guidance in NMS

10. More than 80 % of teachers have high level of attitude .towards Nan Mudhalvan Scheme. . No teachers have low and 20 % of teachers have moderate level of attitude .towards career guidance in Nan Mudhalvan Scheme.
11. Male teachers and 100 % of female teachers have high level of attitude towards career guidance in NMS. With regard to teaching group Science group teachers have 41 %, arts group and vocational group teachers have 100 % of attitude towards career guidance in NMS. Hindu teachers have 78 %, Christian and muslim teachers have 100 % of attitude towards career guidance in NMS. With regard to teaching experience, teachers with below 10 years of experience have 48 % and above 10 years of experience have 100 % of attitude towards career guidance in NMS. Trained teachers have more attitude 81 % than untrained teachers 61 % towards NMS.
12. Rural teachers have more attitude 87 % than rural teachers 74 % . towards career guidance in NMS. With regard to type of school model schoolteachers have 100 % than government schoolteachers have 78 % of attitude towards career guidance in NMS. With regard to nature of school girls school teachers have more moderate level of attitude 87 % of attitude than teachers in co-education schools have 100 % of attitude towards career guidance in NMS.

5.2 Findings based on Significant difference in the perception of students and teachers towards Career Guidance in Nan Mudhalvan Scheme

5.2.1 Findings based on Significant difference in the perception of students towards Nan Mudhalvan Scheme

13. There is significant difference between male and female students in perception towards career guidance in NMS. The mean score revealed that female students are more significant perception on career guidance in NMS. There is no significant difference between nuclear and joint family students of perception on career guidance in NMS. There is no significant difference among student of literate and illiterate parents towards perception on career guidance in NMS. There is no significant difference between perception of students parent's income towards career guidance in Nan Mudhalvan Scheme.
14. There is significance in the perception of students towards career guidance in NMS regarding studying group like science, arts and vocational. the perception of science group students towards career guidance in NMS is better than arts and vocational group students
15. There is no significance in the perception of students towards career guidance in NMS regarding religion like Hindu, Christian and muslim.
16. There is significance in the perception of students towards career guidance in NMS regarding institutional variables like locality of school. type of school and nature of school. The mean difference shows that rural. model and co-education school students have more perception towards career guidance in Nan Mudhalvan scheme.

5.2.2 Significant difference in the Perception of teachers towards Career Guidance in Nan Mudhalvan Scheme with regard to Personal Variables

17. There is no significance in the perception of teachers towards career guidance in NMS regarding gender, teaching experience and training status.
18. There is no significance in the perception of teachers towards career guidance in NMS regarding teaching group like science, arts and vocational.
19. There is no significance in the perception of teachers towards career guidance in NMS regarding religion like hindu, Christian and muslim.
20. There is no significance in the perception of teachers on career guidance in NMS with regard to locality of school and type of school. With regard to nature of school p value is less than .05. Hence it is concluded that there is significance in the perception of teachers towards career guidance in NMS regarding nature of school. The mean difference revealed that girls only school students have more perception towards NMS than co-education school students.

5.3 Significant difference in the Attitude of students and teachers towards Career Guidance in Nan Mudhalvan Scheme

5.3.1 Significant difference in the Attitude of students towards Career Guidance in Nan Mudhalvan Scheme

21. There is no significant difference between male and female students in attitude towards career guidance in NMS. There is no significant difference between nuclear and joint family students. There is significant difference in students of literate and illiterate parents and students of parent's income above and below 1.5 lakh on attitude towards career guidance in NMS. The mean difference revealed

that students of literate and income above 1.5 lakhs have more attitude towards career guidance in NMS than illiterate and income below 1.5 lakh.

22. There is significance in the attitude of students towards career guidance in NMS regarding studying group like science, arts and vocational. The attitude of science group students towards career guidance in NMS is better than arts and vocational group students.
23. There is no significance in the attitude of students towards career guidance in NMS regarding religion like Hindu, Christian and muslim
24. There is significance in the attitude of students towards career guidance in NMS regarding institutional variables like locality of school, type of school and nature of school. The mean difference shows that urban, model and co-education school students have more attitude towards career guidance in Nan Mudhalvan scheme.

5.3.2 Significant difference in the Attitude of teachers towards Career Guidance in Nan Mudhalvan Scheme

25. There is no significance in the perception of teachers towards career guidance in NMS regarding gender and training status. There is significance in attitude of teachers with teaching experience below 10 years and above 10 years. The mean difference shows that teachers with below 10 years of experience have more attitude than above 10 years towards career guidance in NMS.
26. There is no significance in the perception of teachers towards career guidance in NMS regarding teaching group like science, arts and vocational.
27. There is no significance in the attitude of teachers career guidance in NMS with regard to locality of school, type of school and nature of school.

5.4 Findings based on Correlation Analysis on perception and Attitude of Students towards Career Guidance in NMS

28. There is positive correlation between perception and attitude of students towards career guidance in NMS.

29. There is no correlation between perception and attitude of teachers towards career guidance in NMS.

5.5 Synthesis of Findings

To study the Perception of students and teachers towards career guidance in Nan Mudhalvan Scheme investigator chose the survey design. In this method, students studying Standard XII and teachers handling standard XII were selected irrespective of their intelligence scores were selected for this study. The tool developed to study the perception of students and teachers on career guidance in NMS in Tirunelveli District was implemented to the sample of students and teachers. The perception of teachers and students towards career guidance in NMS, attitude of students and teachers towards NMMS were analysed.

There is significant difference in perception of students towards career guidance in NMS regarding gender. . The female teachers are more significant perception on NMS than male teachers. There is no significant difference between nuclear and joint family students, religion, students of literate and illiterate parents and parent's income towards career guidance in Nan Mudhalvan Scheme. There is significance in the perception of students towards NMS regarding studying group like science, arts and vocational. The perception of science group students towards career guidance in NMS is better than arts and vocational group students. There is significance in the perception of students towards career guidance in NMS regarding institutional variables like locality of school. type of

school and nature of school. The mean difference shows that rural, model and co-education school students have more perception towards career guidance in Nan Mudhalvan scheme

There is no significance in the perception of teachers towards career guidance in NMS regarding gender, teaching group, religion, teaching experience, training status, locality and nature of schools. There is significance in the perception of teachers towards career guidance in NMS regarding nature of school. The mean difference revealed that girls only school students have more perception towards NMS than co-education school students.

There is no significant difference between male and female students, nuclear and joint family students and religion in attitude towards career guidance in NMS. There is significant difference in students of literate and illiterate parents and students of parent's income above and below 1.5 lakh on attitude towards career guidance in NMS. The mean difference revealed that students of literate and income above 1.5 lakhs have more attitude towards career guidance in NMS than illiterate and income below 1.5 lakh. There is significance in the attitude of students towards career guidance in NMS regarding studying group like science, arts and vocational. The attitude of science group students towards career guidance in NMS is better than arts and vocational group students. There is significance in the attitude of students towards career guidance in NMS regarding institutional variables like locality of school, type of school and nature of school. The mean difference shows that urban, model and co-education school students have more attitude towards career guidance in Nan Mudhalvan scheme.

There is no significance in the perception of teachers towards career guidance in NMS regarding gender, teaching group and training status. There is significance in attitude of teachers with teaching experience below 10 years and above 10 years. The

mean difference shows that teachers with below 10 years of experience have more attitude than above 10 years towards career guidance in NMS. There is no significance in the attitude of teachers on NMS with regard to locality of school, type of school and nature of school.

There is positive correlation between perception and attitude of students towards career guidance in NMS. There is no correlation between perception and attitude of teachers towards career guidance in NMS.

5.6 Interpretation

Based on the analysis, the results are interpreted and presented below.

Interpretation is about bringing out the meaning, providing an explanation, linking the findings to the findings of other research (Beins & McCarthy, 2006). The discussion will always connect to the introduction by way of the research questions or hypotheses posed and the literature reviewed (Annesley, 2010).

Majority of students and teachers have moderate level of perception towards career guidance in Nan Mudhakvan Scheme, Majority of students and teachers have high level of attitude towards career guidance in Nan Mudhakvan Scheme, This may due to the fact they were given regular classes on career and guidance on NMS at once in a week for all the XII students by the teachers handling XII.

The students of literate parents have high level (66%) of perception towards Nan Mudhalvan Scheme than illiterate parents. This may be due to the fact that literate parents have more knowledge and awareness about the courses to be studied after completing higher secondary than illiterate parents. The students of parents with income above 1.5 lakhs have high level (64%) of perception towards career guidance in Nan

Mudhalvan Scheme than parents with income below 1.5 lakhs. This may due to the fact that they have more chances to visit the Nam Mudhalvan Scheme Portal often using internet facilities in home.

The students from Co-education school have 59% of perception than girls only school students (17%). This may due to the fact that they have more chances to discuss about the courses, scholarship facilities, entrance examination and employability opportunities.

Female students have high level of attitude .towards Nan Mudhalvan Scheme than male students. This may due to the fact that the girl students show more interest in higher studies than male. They girl students studying in government schools have allotment of Rs.1000 per month in “ Puthumai Penn Scheme”.

Science group students have more level of attitude towards NMS than arts and vocational group students. This may due to the fact that they only show eager to know about the entrance examination for JEE and NEET.

. The students from district model school have high level of attitude towards Nan Mudhalvan scheme than government school students. This may due to the fact that they have opportunities to gain knowledge about courses, ways to apply and entrance examination than government school students.

The teachers with below 10 years of experience have more perception than above 10 years of experience. This may due to the fact below ten years of experience have more active and interested in counseling the students. Trained teachers have more perception than untrained teachers. This may due to the fact that trained teachers got in-

service training regarding studying courses after plus two, scholarship schemes, educational loans, JEE, NEET, CLAT, CUET, Fisheries, Veterinary and Agriculture

The urban, model and co-education school students have more attitude towards Nan Mudhalvan scheme. Because they gain more awareness about the colleges, universities, medical colleges and Engineering colleges.

5.7 Educational Implications

The findings of the present study lead to the following suggestions:

For the teachers

- The less experienced teachers high level of perception towards career guidance in NMS. So the less experienced teachers may allotted as the in - charge of NMS in a career and counseling.
- Counseling programmes on subject oriented seminars may be arranged for the XII standard students.
- Female teachers are more significant attitude in participation of students in NMS. So the female teachers may depute as responsible for career guidance in NMS.
- The students of literate parents have high level of perception towards Nan Mudhalvan Scheme than illiterate parents. So awareness programmes on career and guidance may be arranged for the illiterate parents.
- The students from Co-education school have more perception than girls only. Special camps on career and guidance may be arranged in girls only schools.
- Science group students have more level of attitude towards NMS than arts and vocational group students. Courses and job opportunities for arts and vocational group students may be explained through arranging exposure to nearby colleges.

- The students of parents with income above 1.5 lakhs have high level of perception towards career guidance in Nan Mudhalvan Scheme than parents with income below 1.5 lakhs. Educational loans may be arranged to the poor economic background students.
- The students from district model school have high level of attitude towards Nan Mudhalvan scheme than government school students. So teachers may encourage the students to join in district model schools.
- Trained teachers have more perception than untrained teachers. So in-service training on career and Guidance to all the teachers handling standard XII.

For the administrators, educationists and policy makers:

- This study reveals that majority of students and teachers have moderate level of perception towards Nan Mudhalvan. The awareness programmes may organize to explain about the courses after plus two, scholarship schemes, educational loans, JEE, NEET, CLAT, CUET, Fisheries, Veterinary and Agriculture.
- Self-confidence of standard XII students to choose better and interested course may be enhanced by the self development workshop on career and guidance. So self development workshops may be arranged regularly for the XII students. In the self development workshop, the subjects like JEE, NEET, CLAT, CUET, Fisheries, Veterinary and Agriculture and Mental Ability Test may be taught by the experts in NMS.
- Counseling may be given by the psychologists regarding selection of better course to all the standard XII students. Trained counselors may be appointed in all the schools.

- The attitude of co-educational school students towards NMMS is better and girls school students. Co-education schools may be encouraged in future.
- Documentary films and biographies of successful previous year successful students in NMS could be visualized.
- Interview with the successful toppers may be arranged for the students.
- The examination tips followed to face the entrance examination may be given by the officials.
- Special camps may be arranged by the reputed institutions to the Standard XII students about NMS. .
- Teachers can build a healthy environment with students by creating a friendly learning atmosphere and guiding them.
- Standard XII students should be guided in Mental Ability Test to achieve success in entrance examination
- Parents should take all initiatives to promote their children by providing them proper stimulating environment, which inculcates the students to choose better studies
- Administrators should make efforts to encourage the teachers involved in NMS by incentives because it leads teachers to involve in NMS.
- Awareness of talent search examination and educational programs by national and House hold income levels were addressed with a need for more financial support and such as Parent Teacher Association (PTA), teachers meeting, advertisement in radio, television, and newspaper, talents searches centers and local schools for more students to benefit from the talent search examination scholarship scheme
- The findings of this research study has implication on the way teachers, students, parents, administrators and professionals influence the awareness of the students at NMS

- The heads of school must be given awareness, motivation, learning environment, resources, and coaching for talented students.
- Teacher is the person who can develop and mould the students as good citizen and make them emotionally mature and self confident to shoulder the responsibility through NMS.

5.8 Suggestion for Future studies

Based on the findings of this study, following suggestions are given:

1. A similar investigation may be undertaken for the Standard XI students studying in other Districts of Tamil Nadu.
2. The same study can be carried by taking large sample to find out a better generalization.
3. The perception of Parents towards NMS may be studied
4. The attitude of headmasters towards NMS may be studied
5. The effectiveness of self development workshop on enhancing perception and attitude of Standard XII students in NMS.

5.9 Conclusion

The study revealed that less experienced teachers high level of perception towards career guidance in NMS. So the less experienced teachers may allotted as the in - charge of NMS in a career and counseling. The awareness programmes may organize to explain about the courses after plus two, scholarship schemes, educational loans, JEE, NEET, CLAT, CUET, Fisheries, Veterinary and Agriculture. Administrators should make efforts to encourage the teachers involved in NMS by incentives because it leads teachers to involve in NMS.

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<http://indianmhs.nimhans.ac.in/Docs/Report2.pdf>

ANNEXURE

Annexure I

Research Tool - Draft Version

Perception of Students on NMS (PSNMS)

Dear Students,

I am doing a project on the topic “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” under the proceedings of Director, State Council of Educational Research and Training, Chennai. Please respond to the questionnaire promptly so as to enable me to gather information for my research. I assure you that the information you provide will be kept confidential and will be used for the purpose of my research only

Thanking you

Yours Sincerely

M.T.Manjula Devi

PERSONAL DATA

Fill in the blanks and put a tick mark (✓) against the answer in the appropriate box.

Name of the Student :

Name and address of School :

- | | | | | | | | |
|------------------------------|---|---------------|--------------------------|---------------|--------------------------|--------------------------|--------------------------|
| 1. Gender | : | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Locality of the School | : | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 3. Type of Family | : | Nuclear | <input type="checkbox"/> | Joint | <input type="checkbox"/> | | |
| 4. Locality of Residence | : | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 5. Religion | : | Hindu | <input type="checkbox"/> | Christian | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| 6. Type of School | : | Government | <input type="checkbox"/> | Aided | <input type="checkbox"/> | Private | <input type="checkbox"/> |
| 7. Nature of the Institution | : | Boys | <input type="checkbox"/> | Girls | <input type="checkbox"/> | Co-education | <input type="checkbox"/> |
| 8. Studying Group | : | Science | <input type="checkbox"/> | Arts | <input type="checkbox"/> | Vocational | <input type="checkbox"/> |
| 9. Parents Literacy | : | Literate. | <input type="checkbox"/> | Illiterate | <input type="checkbox"/> | | |
| 10. Parent's Income – | : | Below 15lakhs | <input type="checkbox"/> | above 15lakhs | <input type="checkbox"/> | | |
| 11. Community | : | BC | <input type="checkbox"/> | SCOthers | <input type="checkbox"/> | <input type="checkbox"/> | |

Read the following statements and tick “ ✓ ”in ‘Yes’ or ‘No’ boxes

Sl. No	Statements	Yes	No
1	I know more about the NMS scheme		
2	The NMS helps me to join in higher studies		
3	The NMS encourages to join in interested course		
4	I got motivation in pursuing easy employability courses		
5	The NMS uplifts the self confidence level to choose the better course for my higher studies		
6	I often seek the help of teachers to understand the concepts to clear me Entrance examination in JEE/ NEET		
7	I am well known about the needed documents for the entrance examinations		
8	I often revise the previous year model questions paper for entrance examination		
9	I think that the NMS is helpful for my higher studies		
10	I am well known about the question pattern of NEET entrance examination		
11	I know well about the higher order thinking questions to face the entrance examination		
12	My teachers often encourage us to participate in the entrance examinations		
13	My poor family will get from the economic weaker background		
14	I suggest my friendsto appear for CLAT		
15	It gives me satisfaction that I am responsible in my younger age		
16	I am confident that this is the first step to get more success in future		
17	It helps the economically background students to get educational loans from the bank		
18	It enables the girl students to join in nearby colleges		
19	I think NMS reduces the confusion of students in selection of higher studies		
20	I understand the procedure to apply for various courses in online through my teacher counselors in school		
21	I know the details to receive the needed documents from concerned authorities		

22	I know the exam fees for the various entrance examinations		
23	I know the exam fees for the various courses in higher studies		
24	I know that School Management Committee Members involved in the admission of students for higher studies in their villages		
25	I know that NSS volunteers in colleges were involved in filling the application formats		
26	My Headmaster is involved in encouraging the students to enroll in colleges		
27	The exposure visit to colleges in NMS motivates me to join in colleges		
28	I understand the procedure to clear the NEET examination		
29	I know the ways to earn money side by side in regular studies		
30	This scheme gives confidence to my parents regarding my higher studies		

Answer the Following (one mark for correct response and zero for wr

(31-60 Perception of students on NMS)

31) Emergency Help line for counseling on higher studies

a) .14417 b) 14427 c) 14437

32) Course duration of B.Arch studies

a) .5 years b) 4 years c) 6 years

33) Expansion of NATA

a) National Aptitude Test in Architecture

b) National Attitude Test in Architecture

c) National Assumption Test in Architecture

34) The entrance examination for Marine studies

- a) Common Entrance Test
 - b) Common Experiment Test
 - c) Common Eligibility Test
- 35) The place of Electro Chemical Research Institute in Tamilnadu
- a) Karaikudi b) Karaikal c) Kanyakumari
- 36) Expansion of IITDM
- a) Indian Institute of Information Technology, Design and Manufacturing
 - b) Indian Institute of Industries Technology, Design and Manufacturing
 - c) Indian Institute of Information Technology, Diploma and Manufacturing
- 37) The Central University Tamilnadu is located in
- a) Thiruvarur b) Trichy c) Tirupur
- 38) No of IITs in India
- a) 23 b) 24 c) 26
- 39) A para medical course
- a) Optometry b) Ornithology c) Humanity
- 40) Course duration of BVSc studies
- a) 5 b) 7 c) 3
- 41) No of Government Medical Colleges in Tamilnadu
- a) 37 b) 39 c) 36
- 42) Expansion of TANUVAS
- a) Tamilnadu vertinary and Animal Scirnce University
 - b) Tamilnadu Vertinary and Agricultural University
 - c) Tamilnadu Vertinary and Science University

- 43) Name a Fishery college in Tamilnadu
- a) Fisheries College and Research Institute - Thoothukudi
 - b) Fisheries College and Research Institute - Tirunelveli
 - c) Fisheries College and Research Institute - Trichy
- 44) AIIMS Medical College in Tamilnadu
- a) Madurai b) Trichy c) Tirupur
- 45) The age qualification to join in National Defence Academy
- a) 16.5 – 19 b) 17.5 – 19 c) 18.5 – 19
- 46) The percentage of allotment in Government jobs for Tamil medium students
- a) 20 b) 40 c) 25
- 47) The amount allotted for students studied in Government Schools from Standard 6 to 12
- a) 2000 b) 1000 c) 2500
- 48) The percentage of allotment in Government professional courses like medical for students studied in Government Schools from Standard 6 to 12
- a) 2.5 b) 7.5 c) 8.5
- 49) The amount of scholarship allotted for the single girl child to study post graduate studies
- a) 36200 b) 35200 c) 34200
- 50) The private law college in Tamilnadu
- a) Saraswathy Medical College, Tindivanam
 - b) Saraswathy Medical College, Villopuram

c) Saraswathy Medical College, Thiruvannamalai

51) The app in online to apply for the educational loan in Nationalized banks

a) Dhanalakshmi

b) Vidyalakshmi

c) Rajalakshmi

52) The place of NIT in Tamilnadu

a) Madurai b) Trichy c) Tirupur

53) The website address for Nan Mudhalvan portal

a) [http/ nanmudhalvan.tn.gov.in](http://nanmudhalvan.tn.gov.in)

b) [http/ nanmudhalvan..gov.in](http://nanmudhalvan..gov.in)

c) [http/ nanmudhalvan.tn..in](http://nanmudhalvan.tn..in)

54) The place of Agricultural University in Tamilnadu

a) Coimbatore b) Trichy c) Tirupur

55) BOT – Expand

a) Build Operate Transfer

b) Build Own Transfer

c) Build Operate Teach

56) The age qualification for Military Nursing Service

a) 17-25 b) 18-25 c) 19-25

57) JEE (Main) is the qualification for joining the course

a) B.Tech b) B.A c) BBA

58) a) Chennai b) Trichy c) Tirunelveli

59) The place of Manonmaniam Sundaranar University is

a) Kanyakunati b) Trichy c) Tirunelveli

60) Name a medical diploma course to study after Plus Twos

a) Diploma in Nursing

a) Diploma in Nano Science

c) a) Diploma in Elementary Education

Annexure I

Research Tool – Final Version

Perception of Students on NMS (PSNMS)

Dear Students,

I am doing a project on the topic “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” under the proceedings of Director, State Council of Educational Research and Training, Chennai. Please respond to the questionnaire promptly so as to enable me to gather information for my research. I assure you that the information you provide will be kept confidential and will be used for the purpose of my research only

Thanking you

Yours Sincerely

M.T.Manjula Devi

PERSONAL DATA

Fill in the blanks and put a tick mark (✓) against the answer in the appropriate box.

Name of the Student :

Name and address of School :

- | | | | | | | | |
|------------------------------|---|---------------|--------------------------|---------------|--------------------------|--------------------------|--------------------------|
| 1. Gender | : | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Locality of the School | : | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 3. Type of Family | : | Nuclear | <input type="checkbox"/> | Joint | <input type="checkbox"/> | | |
| 4. Locality of Residence | : | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 5. Religion | : | Hindu | <input type="checkbox"/> | Christian | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| 6. Type of School | : | Government | <input type="checkbox"/> | Aided | <input type="checkbox"/> | Private | <input type="checkbox"/> |
| 7. Nature of the Institution | : | Boys | <input type="checkbox"/> | Girls | <input type="checkbox"/> | Co-education | <input type="checkbox"/> |
| 8. Studying Group | : | Science | <input type="checkbox"/> | Arts | <input type="checkbox"/> | Vocational | <input type="checkbox"/> |
| 9. Parents Literacy | : | Literate. | <input type="checkbox"/> | Illiterate | <input type="checkbox"/> | | |
| 10. Parent's Income – | : | Below 15lakhs | <input type="checkbox"/> | above 15lakhs | <input type="checkbox"/> | | |
| 11. Community | : | BC | <input type="checkbox"/> | SCOthers | <input type="checkbox"/> | <input type="checkbox"/> | |

Read the following statements and tick “ ✓ ”in ‘Yes’ or ‘No’ boxes

Sl. No	Statements	Yes	No
1	I know more about the NMS scheme		
2	The NMS helps me to join in higher studies		
3	The NMS encourages to join in interested course		
4	I got motivation in pursuing easy employability courses		
5	The NMS uplifts the self confidence level to choose the better course for my higher studies		
6	I often seek the help of teachers to understand the concepts to clear me Entrance examination in JEE/ NEET		
7	I am well known about the needed documents for the entrance examinations		
8	I often revise the previous year model questions paper for entrance examination		
9	I think that the NMS is helpful for my higher studies		
10	I am well known about the question pattern of NEET entrance examination		
11	I know well about the higher order thinking questions to face the entrance examination		
12	My teachers often encourage us to participate in the entrance examinations		
13	It gives me satisfaction that I am responsible in my younger age		
14	I am confident that this is the first step to get more success in future		
15	It helps the economically background students to get educational loans from the bank		
16	It enables the girl students to join in nearby colleges		
17	I think NMS reduces the confusion of students in selection of higher studies		
18	I understand the procedure to apply for various courses in online through my teacher counselors in school		
19	I know the details to receive the needed documents from concerned authorities		

20	I know the exam fees for the various entrance examinations		
21	I know that School Management Committee Members involved in the admission of students for higher studies in their villages		
22	I know that NSS volunteers in colleges were involved in filling the application formats		
23	My Headmaster is involved in encouraging the students to enroll in colleges		
24	The exposure visit to colleges in NMS motivates me to join in colleges		
25	I understand the procedure to clear the NEET examination		
26	I know the ways to earn money side by side in regular studies		
27	This scheme gives confidence to my parents regarding my higher studies		

Respond to the following statements

29) Emergency Help line for counseling on higher studies is

- a) .14417 b) 14427 c) 14437

30) Course duration of B.Arch. studies is

- a) .5 years b) 4 years c) 6 years

31) Expansion of NATA is

- a) National Aptitude Test in Architecture
- b) National Attitude Test in Architecture
- c) National Assumption Test in Architecture

32) The entrance examination for Marine studies is

- a) Common Entrance Test
- b) Common Experiment Test
- c) Common Eligibility Test

33) The place of Electro Chemical Research Institute in Tamilnadu is

- a) Karaikudi b) Karaikal c) Kanyakumari

34) The Central University Tamilnadu is located in

- a) Thiruvarur b) Trichy c) Tirupur

35) Number of IITs in India is ...

- a) 23 b) 24 c) 26

36) Name a para medical courses

- a) Optometry b) Ornithology c) Humanity

37) Course duration of BVSc studies is

- a) 5 b) 7 c) 3

38) Number of Government Medical Colleges in Tamilnadu

- a) 37 b) 39 c) 36

39) Expansion of TANUVAS is

a) Tamilnadu Veterinary and Animal Science University

b) Tamilnadu Veterinary and Agricultural University

c) Tamilnadu Veterinary and Science University

40) Name a Fishery college in Tamilnadu is

a) Fisheries College and Research Institute - Thoothukudi

b) Fisheries College and Research Institute - Tirunelveli

c) Fisheries College and Research Institute - Trichy

41) AIIMS Medical College in Tamilnadu is

- a) Madurai b) Trichy c) Tirupur

- 42) The age qualification to join in National Defence Academyis
- a) 16.5 – 19 b) 17.5 – 19 c) 18.5 – 19
- 43) The percentage of allotment in Government jobs for Tamil medium studentsis
- a) 20 b) 40 c) 25
- 44) The amount allotted for students studied in Government Schools from Standard 6 to 12
- a) 2000 b) 1000 c) 2500
- 45) The percentage of allotment in Government professional courses like medical for
students studied in Government Schools from Standard 6 to 12
- a) 2.5 b) 7.5 c) 8.5
- 46)The amount of scholarship allotted for the single girl child to study post graduate studies
- a) 36200 b) 35200 c) 34200
- 47) Name a private law college in Tamilnadu
- a) Saraswathy Medical College, Tindivanam
- b) Saraswathy Medical College, Villopuram
- c) Saraswathy Medical College, Thiruvannamalai
- 48) An app in online to apply for the educational loan in Nationalized banks
- a) Dhanalakshmi
- b) Vidyalakshmi
- c) Rajalakshmi
- 49) The place of NIT in Tamilnaduis
- a) Madurai b) Trichy c) Tirupur

- 50) The website address for NanMudhalvan portalis
- a) [http/ nanmudhalvan.tn.gov.in](http://nanmudhalvan.tn.gov.in)
 - ba) [http/ nanmudhalvan..gov.in](http://nanmudhalvan..gov.in)
 - c) [http/ nanmudhalvan.tn..in](http://nanmudhalvan.tn..in)
- 51) The place of Agricultural University in Tamilnaduis
- a) Coimbatore b) Trichy c) Tirupur
- 52) The age qualification for Military Nursing Serviceis
- a) 17-25 b) 18-25 c) 19-25
- 53) JEE (Main) is the qualification for joining the course
- a) B.Tech b) B.A c) BBA
- 54) The place of National Institute of Fashion Technology in Tamilnadu
- a) Chennai b) Trichy c) Tirunelveli
- 55) The place of ManonmaniamSundaranar University is
- a) Kanyakunati b) Trichy c) Tirunelveli
- 56) Name a medical diploma course to study after Plus Twos
- a) Diploma in Nursing
 - a) Diploma in Nano Science
 - c) a) Diploma in Elementaru Education

ANNEXURE:I DRAFT VERSION

RESEARCH TOOL- Teachers

Dear Teachers,

I am doing a project in the topic “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” under the proceedings of Director, State Council of Educational Research and Training, Chennai. Please respond to the questionnaire promptly so as to enable me to gather information for my research. I assure you that the information you provide will be kept confidential and will be used for the purpose of my research only

Thanking you

Yours Sincerely
M.T.Manjula Devi

PERSONAL DATA

Fill in the blanks and put a tick mark (✓) against the answer in the appropriate box.

Name of the Teacher:

Name and address of School :

- | | | | | | | |
|------------------------------|------------------|--------------------------|----------------|--------------------------|--------------|--------------------------|
| 1. Gender | : Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Locality of the School | : Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 3. Religion | : Hindu | <input type="checkbox"/> | Christian | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| 4. Nature of the Institution | : Boys | <input type="checkbox"/> | Girls | <input type="checkbox"/> | Co-education | <input type="checkbox"/> |
| 5. Teaching Group | : Science | <input type="checkbox"/> | Arts | <input type="checkbox"/> | Vocational | <input type="checkbox"/> |
| 5. Year of Experience | : Below 10 Years | <input type="checkbox"/> | Above 10 Years | <input type="checkbox"/> | | |
| 6. Marital status | : Married | <input type="checkbox"/> | Un Married | <input type="checkbox"/> | | |
| 7. Status of Training | : Trained | <input type="checkbox"/> | Untrained | <input type="checkbox"/> | | |

Read the following statements and tick “ ✓ ”in ‘Yes’ or ‘No’ boxes

Sl.No	Statements	Yes	No
1	I know more about the NMS scheme		
2	NMS helps me to guide the students to join in higher studies		
3	I think NMS encourages the students to choose their interested course		
4	I got motivation in pursuing easy employability courses		
5	I attend the trainings on NMS by the Government		
6	I often help the students to understand the concepts for Entrance examination in JEE/ NEET		
7	I guide the students to collect the needed documents for the entrance examinations		
8	I often revise the students on previous year model questions paper entrance examination		
9	I think that the NMS is helpful for the higher studies		
10	I often explained the question pattern of NEET entrance examination		
11	I practiced the students on the higher order thinking questions to face the entrance examination		
12	I often encourage the students to participate in the entrance examinations		
13	I think that poor family students will get remedy from the economic weakness background		
14	I suggest my students to appear for CLAT		
15	I am responsible for my students to receive guidance in their young age		
16	I am confident that this is the first step for my students to get more success in future		
17	It helps the economic background students to get educational loans from the		

	bank		
18	It enables the girl students to join in nearby colleges		
19	I think NMS reduces the confusion of students in selection of higher studies		
20	I think NMS reduces the confusion of students in selection of higher studies		
21	I informed the students about the details to receive the needed documents from concerned authorities		
22	I informed the students about the exam fees for the various entrance examinations		
23	I informed the students about the fees for the various courses in higher studies		
24	I know that School Management Committee Members involved in the admission of students for higher studies in their villages		
25	I know that NSS volunteers in colleges were involved in filling the application formats		
26	Our Headmaster involved in encouraging the students to enroll in colleges		
27	I involved myself in Exposure visit to colleges in NMS		
28	I understand the procedure to clear the NEET examination		
29	I know the ways to earn money side by side in their regular studies		
30	This scheme gives confidence to the parents regarding their higher studies		

Answer the Following (one mark for correct response and zero for wr

(31-60 Perception of students on NMS)

31) Emergency Help line for counseling on higher studies

- a) .14417 b) 14427 c) 14437

32) Course duration of B.Arch studies

- a) .5 years b) 4 years c) 6 years

33) Expansion of NATA

- a) National Aptitude Test in Architecture
b) National Attitude Test in Architecture
c) National Assumption Test in Architecture

34) The entrance examination for Marine studies

- a) Common Entrance Test
b) Common Experiment Test
c) Common Eligibility Test

35) The place of Electro Chemical Research Institute in Tamilnadu

- a) Karaikudi b) Karaikal c) Kanyakumari

36) Expansion of IITDM

- a) Indian Institute of Information Technology, Design and Manufacturing
b) Indian Institute of Industries Technology, Design and Manufacturing
c) Indian Institute of Information Technology, Diploma and Manufacturing

37) The Central University Tamilnadu is located in

- a) Thiruvarur b) Trichy c) Tirupur

38) No of IITs in India

a) 23 b) 24 c) 26

39) A para medical course

a) Optometry b) Ornithology c) Humanity

40) Course duration of BVSc studies

a) 5 b) 7 c) 3

41) No of Government Medical Colleges in Tamilnadu

a) 37 b) 39 c) 36

42) Expansion of TANUVAS

a) Tamilnadu veterinary and Animal Science University

b) Tamilnadu Veterinary and Agricultural University

c) Tamilnadu Veterinary and Science University

43) Name a Fishery college in Tamilnadu

a) Fisheries College and Research Institute - Thoothukudi

b) Fisheries College and Research Institute - Tirunelveli

c) Fisheries College and Research Institute - Trichy

44) AIIMS Medical College in Tamilnadu

a) Madurai b) Trichy c) Tirupur

45) The age qualification to join in National Defence Academy

a) 16.5 – 19 b) 17.5 – 19 c) 18.5 – 19

46) The percentage of allotment in Government jobs for Tamil medium students

a) 20 b) 40 c) 25

47) The amount allotted for students studied in Government Schools from Standard 6 to 12

- a) 2000 b) 1000 c) 2500

48) The percentage of allotment in Government professional courses like medical for students studied in Government Schools from Standard 6 to 12

- a) 2.5 b) 7.5 c) 8.5

49) The amount of scholarship allotted for the single girl child to study post graduate studies

- a) 36200 b) 35200 c) 34200

50) The private law college in Tamilnadu

- a) Saraswathy Medical College, Tindivanam
b) Saraswathy Medical College, Villopuram
c) Saraswathy Medical College, Thiruvannamalai

51) The app in online to apply for the educational loan in Nationalized banks

- a) Dhanalakshmi
b) Vidyalakshmi
c) Rajalakshmi

52) The place of NIT in Tamilnadu

- a) Madurai b) Trichy c) Tirupur

53) The website address for Nan Mudhalvan portal

- a) [http/ nanmudhalvan.tn.gov.in](http://nanmudhalvan.tn.gov.in)
b) [http/ nanmudhalvan.gov.in](http://nanmudhalvan.gov.in)

c) [http/ nanmudhalvan.tn.in](http://nanmudhalvan.tn.in)

54) The place of Agricultural University in Tamilnadu

a) Coimbatore b) Trichy c) Tirupur

55) BOT – Expand

a) Build Operate Transfer

b) Build Own Transfer

c) Build Operate Teach

56) The age qualification for Military Nursing Service

a) 17-25 b) 18-25 c) 19-25

57) JEE (Main) is the qualification for joining the course

a) B.Tech b) B.A c) BBA

58) a) Chennai b) Trichy c) Tirunelveli

59) The place of ManonmaniamSundaranar University is

a) Kanyakunati b) Trichy c) Tirunelveli

60) Name a medical diploma course to study after Plus Twos

a) Diploma in Nursing

a) Diploma in Nano Science

c) a) Diploma in Elementaru Education

ANNEXURE: FINAL VERSION

RESEARCH TOOL- Teachers

Dear Teachers,

I am doing a project in the topic “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District” under the proceedings of Director, State Council of Educational Research and Training, Chennai. Please respond to the questionnaire promptly so as to enable me to gather information for my research. I assure you that the information you provide will be kept confidential and will be used for the purpose of my research only

Thanking you

Yours Sincerely
M.T.Manjula Devi

PERSONAL DATA

Fill in the blanks and put a tick mark (✓) against the answer in the appropriate box.

Name of the Teacher:

Name and address of School :

- | | | | | | | |
|------------------------------|------------------|--------------------------|----------------|--------------------------|--------------|--------------------------|
| 1. Gender | : Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Locality of the School | : Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> | | |
| 3. Religion | : Hindu | <input type="checkbox"/> | Christian | <input type="checkbox"/> | Muslim | <input type="checkbox"/> |
| 4. Nature of the Institution | : Boys | <input type="checkbox"/> | Girls | <input type="checkbox"/> | Co-education | <input type="checkbox"/> |
| 5. Teaching Group | : Science | <input type="checkbox"/> | Arts | <input type="checkbox"/> | Vocational | <input type="checkbox"/> |
| 5. Year of Experience | : Below 10 Years | <input type="checkbox"/> | Above 10 Years | <input type="checkbox"/> | | |
| 6. Marital status | : Married | <input type="checkbox"/> | Un Married | <input type="checkbox"/> | | |
| 7. Status of Training | : Trained | <input type="checkbox"/> | Untrained | <input type="checkbox"/> | | |

Read the following statements and tick “ ✓ ”in ‘Yes’ or ‘No’ boxes

Sl.No	Statements	Yes	No
1	I know more about the NMS scheme		
2	NMS helps me to guide the students to join in higher studies		
3	I think NMS encourages the students to choose their interested course		
4	I attend the trainings on NMS by the Government		
5	I often help the students to understand the concepts for Entrance examination in JEE/ NEET		
6	I guide the students to collect the needed documents for the entrance examinations		
7	I often revise the students on previous year model questions paper entrance examination		
8	I think that the NMS is helpful for the higher studies		
9	I often explained the question pattern of NEET entrance examination		
10	I practiced the students on the higher order thinking questions to face the entrance examination		
11	I often encourage the students to participate in the entrance examinations		
12	I think that poor family students will get remedy from the economic weakness background		
13	I am responsible for my students to receive guidance in their young age		
14	I am confident that this is the first step for my students to get more success in future		
15	It helps the economic background students to get educational loans from the bank		
16	It enables the girl students to join in nearby colleges		

17	I think NMS reduces the confusion of students in selection of higher studies		
18	I think NMS reduces the confusion of students in selection of higher studies		
19	I informed the students about the details to receive the needed documents from concerned authorities		
20	I informed the students about the exam fees for the various entrance examinations		
21	I informed the students about the fees for the various courses in higher studies		
22	I know that School Management Committee Members involved in the admission of students for higher studies in their villages		
23	I know that NSS volunteers in colleges were involved in filling the application formats		
24	Our Headmaster involved in encouraging the students to enroll in colleges		
25	I involved myself in Exposure visit to colleges in NMS		
26	I understand the procedure to clear the NEET examination		
27	I know the ways to earn money side by side in their regular studies		
28	This scheme gives confidence to the parents regarding their higher studies		

Answer the Following (one mark for correct response and zero for wr

(31-60 Perception of students on NMS)

29) Emergency Help line for counseling on higher studies

- a) .14417 b) 14427 c) 14437

30) Course duration of B.Arch studies

- a) .5 years b) 4 years c) 6 years

31) Expansion of NATA

- a) National Aptitude Test in Architecture
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c) National Assumption Test in Architecture

32) The entrance examination for Marine studies

- a) Common Entrance Test
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- a) Karaikudi b) Karaikal c) Kanyakumari

34) The Central University Tamilnadu is located in

- a) Thiruvarur b) Trichy c) Tirupur

35) No of IITs in India

- a) 23 b) 24 c) 26

36) A para medical course

- a) Optometry b) Ornithology c) Humanity

37) Course duration of BVSc studies

a) 5 b) 7 c) 3

38) No of Government Medical Colleges in Tamilnadu

a) 37 b) 39 c) 36

39) Expansion of TANUVAS

a) Tamilnadu veterinary and Animal Science University

b) Tamilnadu Veterinary and Agricultural University

c) Tamilnadu Veterinary and Science University

40) Name a Fishery college in Tamilnadu

a) Fisheries College and Research Institute - Thoothukudi

b) Fisheries College and Research Institute - Tirunelveli

c) Fisheries College and Research Institute - Trichy

41) AIIMS Medical College in Tamilnadu

a) Madurai b) Trichy c) Tirupur

42) The age qualification to join in National Defence Academy

a) 16.5 – 19 b) 17.5 – 19 c) 18.5 – 19

43) The percentage of allotment in Government jobs for Tamil medium students

a) 20 b) 40 c) 25

44) The amount allotted for students studied in Government Schools from Standard 6 to 12

a) 2000 b) 1000 c) 2500

45) The percentage of allotment in Government professional courses like medical for

students studied in Government Schools from Standard 6 to 12

a) 2.5 b) 7.5 c) 8.5

46) The amount of scholarship allotted for the single girl child to study post graduate studies

a) 36200 b) 35200 c) 34200

47) The private law college in Tamilnadu

a) Saraswathy Medical College, Tindivanam

b) Saraswathy Medical College, Villopuram

c) Saraswathy Medical College, Thiruvannamalai

48) The app in online to apply for the educational loan in Nationalized banks

a) Dhanalakshmi

b) Vidyalakshmi

c) Rajalakshmi

49) The place of NIT in Tamilnadu

a) Madurai b) Trichy c) Tirupur

50) The website address for Nan Mudhalvan portal

a) [http/ nanmudhalvan.tn.gov.in](http://nanmudhalvan.tn.gov.in)

b) [http/ nanmudhalvan..gov.in](http://nanmudhalvan..gov.in)

c) [http/ nanmudhalvan.tn..in](http://nanmudhalvan.tn..in)

51) The place of Agricultural University in Tamilnadu

a) Coimbatore b) Trichy c) Tirupur

52) The age qualification for Military Nursing Service

a) 17-25 b) 18-25 c) 19-25

53) JEE (Main) is the qualification for joining the course

a) B.Tech b) B.A c) BBA

54) a) Chennai b) Trichy c) Tirunelveli

55) The place of ManonmaniamSundaranar University is

a) Kanyakunati b) Trichy c) Tirunelveli

56) Name a medical diploma course to study after Plus Twois

a) Diploma in Nursing

a) Diploma in Nano Science

c) a) Diploma in Elementaru Education

PHOTO GALLERY

**District Institute of Education and Training, Munanjipatti, Tirunelveli District
Research Project 2023 - 24**

“Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance
in Tirunelveli District”

Photo Gallery



Response to tool in GHSS, Ittamoli



Career Guidance in GHSS, Samugarengapuram with HM



Clarifying doubts in Career Guidance



Motivation to Girls



Tool Implementation for Teachers in Model School, Tirunelveli



Tool Implementation for Students in Model School, Tirunelveli



Tool Implementation for Students in Mpl Girls HSS, Kallanai Tirunelveli



Tool Implementation for Students in GHSS, Moolakaraipatti



Tool Implementation for Students in GHSS, Munanjipatti



Tool Implementation for Students ADW HSS, Kadambankulam

ABSTRACT

Name of the DIET :Tirunelveli

Name and Designation of the Researcher :Dr.M.T.Manjuladevi, Senior Lecturer, DIET, Munanjipatti

Title: Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District

1.Introduction: The Naan Mudhalvan scheme, introduced by the Hon'ble Chief Minister in March 2022, stands as a dedicated initiative to provide comprehensive and effective guidance for Higher Education and Career Development to students in government schools. It is driven by the belief that the Gross Enrolment Ratio (GER) in Tamil Nadu can witness a substantial increase through collaborative efforts between the School Education and Higher Education departments. This scheme recognizes the potential within a large number of government school students, who can excel in their chosen fields with the right guidance and support.

2. Need and significance: The core objective of the Naan Mudhalvan scheme is to empower all students to pursue meaningful higher education courses upon completing their school education. Its vision is nothing short of transformative: Therefore, the title of the problem is, “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District”.

3.Objectives: To find out the level of perception and attitude of students and teachers towards Nan Mudhalvan Scheme;. To find out the significant difference, if any, in the perception and attitude of students and teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables: To find out significant relation between perception and attitude of students and teachers towards Nan Mudhalvan Scheme

4.Hypothesis: There is no significant difference, if any, in the perception of students and teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables; There is no significant relation between perception and attitude of students and teachers towards Nan Mudhalvan Scheme.

5. Methodology:

a) Method: Sampling Method

b) Sample: The sample consists of 65 teachers handling standard XII and 343 students studying standard XII in Tirunelveli District

c) Intervention: Implementation of tools to students and teachers

d) Tool: Researcher made Tool: Perception of Students on NMS & Perception of Teachers on NMS

e) Data Analysis: Percentage Analysis, t-test includes the group means, sizes, standard deviations, and standard errors

6. Major Findings: More than 60% of students have moderate level of perception of .towards career guidance in Nan Mudhalvan Scheme. 41% of male students have high and 62 % of female students have high level perception .towards career guidance in Nan Mudhalvan Scheme. There is positive correlation between perception and attitude of students towards career guidance in NMS.

7. Conclusion: Teachers can develop and mould the students as good citizen and make them emotionally mature and self confident to shoulder the responsibility through NMS. The findings of this research study has implication on the way teachers, students, parents, administrators and professionals influence the awareness of the students at NMS

8. Educational Implications: The less experienced teachers may allotted as the in - charge of NMS in a career and counseling. Counseling programmes on subject oriented seminars may be arranged for the XII standard students. teachers may encourage the students to join in district model schools.

4 -PHOTOS WITH EXPLANATIONS



Tool Implementation in GHSS, Samugarengapuram



GHSS, Ittamoli



Tool Implementation Teachers



Tirunelveli Model School