Correlation is not significant, the study habit are found to be positively correlated with their academic achievement.

Major Findings:
1. There is no significant difference in the study habits of male and female students.
2. There is no significant difference in the study habits of secondary and higher secondary school students.
3. There is a positive relationship between study habits and academic achievement of secondary and higher secondary school students.

Educational Implication:
1. The findings of the study may be helpful for the students of secondary and higher secondary classes for preparing for board examination if they emulate the study habits of higher achievers there may be possibilities that the new learners can achieve high.
2. The finding of the study may be helpful for the teachers i.e. how they handle the high achievers by preparing their lessons in a better way so that the high achieving students can be provided better instruction and individual attention.

3. The findings of the study may be helpful for the parents to take care for their children and provide better guidance, especially at the time of board examinations with reference to their study preparation in non-school hours.

Reference:


Classroom environment and academic achievement: a co-relational study on XI grade students

Prabha R Kurup & **Prof. Vani Subramaniam

Abstract

A well organized classroom improves instruction, learning process, classroom management and build a healthy competitive behavior among the students. Classroom environment includes student seating arrangements, room arrangement, schedules, plans for transitions, etc. A conducive, democratic classroom enhances the confidence of students to be free and expressive in their interaction in a peer group. There would be active learning and collaborative learning which helps to achieve overall development.

To study the relationship between classroom environment and academic achievement, the investigator selected a sample of 600 XI grade students and to measure the relationship, a tool made by Mohanty Sharma was used. The result is found that a positive significant relationship is established between the variables which says that there is a positive relationship seen in the study. This may be due to the fact that XI grade students are more prone to participating and classroom environment do not have any role on academic achievement.

Introduction:

A student’s environment can have a profound effect on the way a particular student functions in the classroom. Students with some learning problems do their best in an environment that is well structured. Classroom environment includes the physical environment, rules and procedures. For a good class environment clear definitions and examples of the rules should be provided. A well-organized classroom improves instruction, learning process, classroom management and builds a healthy competitive behavior among the students. Classroom environment includes student seating arrangements, room arrangement, schedules, plans for transitions, etc. Mishra (2013). Classroom environment should be positive to encourage students to interact as well as intra-action. Classroom environment should be able to increase students' orientation to task behavior and minimize distractions. Classroom environment should be able to develop a motivational climate in which teachers encourage students to do their best and be excited about what they are learning. Bergin G., et al., (2006) they studied on Attachment in the Classroom and found that attachment influences students' school success they also found that secure attachment is associated with higher
Objective of the study:
To study the influence of classroom environment on academic achievement of XI grade students.

Hypothesis:
H0: There would be no significant relationship between classroom environment and academic achievement of XI grade students.

Sample:
For the present study the researcher selected 630 students of XI grade students from different senior secondary schools of Bhilai.

Tool:
To study the hypothesis, the investigator used a modified tool of Sharma's 'Adolescent's School Satisfaction Inventory' (BASSI) authored by D(Ms) Meenakshi Sharma (1991), published by National Psychological Corporation, Noida.

Analysis & Discussion:
To study the hypothesis, descriptive statistics were calculated and shown below:

Table # 1 :Descriptive Statistics

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
<td>630</td>
<td>130.47</td>
<td>28.94</td>
<td>630</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>630</td>
<td>58.08</td>
<td>12.15</td>
<td>630</td>
</tr>
</tbody>
</table>

Pearson r is calculated to find the relationship between classroom environment and academic achievement of XI grade students and the result is shown below.

Table # 2 : result of Pearson r

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
<td>630</td>
<td>629</td>
<td>-0.092</td>
<td>0.020</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>630</td>
<td>629</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is found that r value is -0.09 which says that there is no significant positive relationship between Classroom Environment and Academic Achievement in class XI students. It may be because in higher classes the Classroom Environment does not affect like it does in lower classes. In higher classes, may be Teaching competence, Motivation to achieve etc. play a decisive role than the Classroom Environment as cited in the present study.

Conclusion:
Time and again it is observed that a good classroom environment is required for productive learning experiences. But, at times, who decide what is good and what is not? We, the adults and/or teachers decide what should be a good classroom. When we do not get results that we expect, we put the blame on children. Most of the times, learning happen when the environment suits the learner and we all know that each learner requires an environment that suits him/her most. The present study did not support that classroom environment influences learning. Usually, young children need care and support of teachers more then the adolescents. This may be the reason that the adolescent group rejected the role of classroom environment on their academic achievement.

References:
Bergin, Christel, Bergin, David (2009), Attachment In The Classroom, Educational Psychology Review, v21 n2 p141-170,ERIC No(EJ843051)


Sadler, D. (2011), Academic Freedom, Achievement Standards And Professional Identity, Qualtiy In Higher Education,v17 n1 p85-100,ERIC No(EJ929391)

Wilson, Fleming, La Terrre; Wilson, Y, Dyinda(2012),Positive classroom environment = Positive academic results, ERIC No (ED556465).

Continuous & Comprehensive Evaluation: A Boon or a Ban?

* Prajna R Karup
** Prof. Vani Sundararajan

Introduction
Evaluation is an essential component of the educational process, which helps teacher and learner to improve teaching and learning process. Educational evaluation is a continuous process which helps in forming the values of the educational status and helps in determining the achievement of the students as in every field of educational activity education judgment is required thus evaluation plays an important role. Hence, it is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation.

Earlier examination system was full of stress. In our country India, ability of a student is decided by their exam results. Therefore new system of evaluation was introduced by former HRD Minister Mr. Kapil Sibal with an aim to decrease the accumulated stress of board exams on the students and thereby introducing a new more uniform and comprehensive pattern in education for the children all over India. The continuous comprehensive evaluation CCE pattern involves systematic collection, analysis and interpretation of learner’s progress both in Scholastic and Co-Scholastic areas of learning.

Duncan (2006) on “Positive and Negative Incentives in the Classroom: An Analysis of Grading Systems and Student Motivation” examined how particular grading systems motivate students. The quantitative results of the study marginally support the different incentives motivated students differently.

Under CCE pattern two different types of Evaluation are done namely: the formative and summative. Formative test comprises the students work at class and home, the students performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative test will be conducted four times in an academic session, and they will carry a 40% weight age for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests.

The summative assessment is a three-hour long written test conducted twice an year. Each summative will carry a 30% weight age and both together will carry a 60% weight age for the aggregate. The summative assessment will be conducted the school itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative will not be repeated in the next. At the end, CCEB process the result by adding the formative and summative scores i.e., 40% + 60% = 100%. Depending upon the percentage obtained, the board will evaluate the CGPA and thereby decide the grade obtained. Green and Emerson, (2007) studied on “A New Framework for Grading” and concluded that the grading system satisfies the requirements of good grading system and answers many of the problems faced by more traditional methods. The Philosophy behind CCE system is to give an opportunity to each and every child to be assessed on the basis of their special skill ability on which they earn a grade in their performance.

In the theory of intelligence says along with general factor every human being possess a special factor which make him stand above the group.
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(Central Board) and Part II is for CBSE (State Board)

1 Result for the type of Board = CBSE

<table>
<thead>
<tr>
<th>Table 1: Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Performance for grading System</td>
</tr>
<tr>
<td>Academic Achievement</td>
</tr>
</tbody>
</table>

a. Board = CBSE

From the regression analysis it is understood that academic achievement is predicted as a factor on grading system. Further, the R-Square change result is shown below.

<table>
<thead>
<tr>
<th>Table 2: Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Academic Achievement
b. Board = CBSE

The R-Square change value is .014 which can be presented in percentage as 1.4%. It says that the academic achievement is predicted as a factor of grading system at 1.4% only. Further, ANOVA is calculated and presented below.

<table>
<thead>
<tr>
<th>Table 3: ANOVA for Academic Achievement and Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Regression</td>
</tr>
<tr>
<td>Residual</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

II Result for the type of Board = CBSE

Continuous & Comprehensive Evaluation...

To study the result on type of board, descriptive statistics were calculated and presented below.

<table>
<thead>
<tr>
<th>Table 4: Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Performance for grading System</td>
</tr>
<tr>
<td>Academic Achievement</td>
</tr>
</tbody>
</table>

Results revealed that the variables included in the study (i.e. academic achievement) were found to be insignificant and therefore were removed from the analysis.

The regression analysis computed on academic achievement and attitude towards grading system, academic achievement was not predicted as a factor for attitude towards grading system in the sample taken in the study. It says that the state board students did not predict academic achievement as a factor of grading system.

Conclusion

From the above result the investigator found that academic achievement is predicted by CBSE students and the same is not predicted by CBSE students it may be because CBSE students were only evaluated under CCE system even though for not so long. The CCE pattern equally gives importance to scholastic and non-scholastic evaluation. The State board still using the conventional system which aims to evaluate only scholastic abilities due to which the state board students did not predict academic achievement specifically like the Central board students did. The result also supported by Brookhart, (2002) “Students Perception of grades” are important for two general reasons first grades & other aspects of classroom assessment influence student’s motivation to learn. Second grades & other aspects of classroom assessment provide students with information that they use in their learning.

References:


Frank, L., Ference, L., (2006), "Falseness Grading: A within-instructor Comparison, College Student Journal, 40 (4) 852-858, ERIC No EJ765256


Job Satisfaction of College and School Teachers: A Comparative Study

Anjana Sharad * & Prabha R. Kurup **

Abstract

It is necessary for a good academic environment that a teacher should have at least a reasonable amount of competence and satisfaction. It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Job satisfaction is important for any teacher to be able to achieve the educational objectives. The study focuses on job satisfaction between college and school teachers in two selected areas. Sample of 40 teachers were selected from different higher secondary schools and colleges and the present study revealed that teachers adjust and accommodate aspects considerably affect job satisfaction of school and college teachers.

Introduction

Job satisfaction can be viewed as widely accepted psychological aspect of effective functioning among teachers. Satisfaction in job includes motivation and interest in work. Prachi Bhatia and Prasad (2002) studied job satisfaction and occupational stress among professional and non-professional they found that medical female professionals had moderate degree of job satisfaction and high stress were as female non-professionals had moderate degree of job satisfaction and moderate stress. The personal pleasure that a worker gets from the job of his choice gives him psychological satisfaction. Bullock (1990) defined job satisfaction as "An attitude which results from a summation of many specific likes and dislikes experienced by an employee in the performance of his job". We can say it refers to ones general adjustment and relationships in and outside his job. Teacher is the nation builder and he moulds the future of the young students in a right direction. Proper educational, vocational and individual guidance is given by the teacher at a right time. He is the torch bearer takes the youth towards a ray of hope from the darkness. Many factors can affect the professional satisfaction and dissatisfaction with ones job depends upon the positive or negative evaluation of one’s own success or failure. Suran Kumar Sharma (2000) studied on Job Stress and its management and according to her the stresses of modern life can be reduced by applying different psychological measures. The Indian college teaching community has been called on to function in a rapidly expanding higher education system but with inadequate resources. A

tradition of bureaucratic involvement in academic affairs and only a limited amount of academic freedom have further retained the growth of profession and effective teaching community.

Mihir Kumar Shome and Amitava Kumar (2002) revealed that there is significant difference in the job satisfaction of employees between 'sectors' (Private and Public). Some other factors like age, designation, marital status, educational qualification of employees have a significant effect on their job satisfaction. College teachers are often not fully professional in that they do not have real autonomy over the working conditions and often do not control key elements of their teaching situations. College teachers feel that they are not adequately paid, that they have little control over their conditions of work. College teaching for most teachers, is not a "calling" but rather a job, and a poorly paid job at that.

Most studies of the teaching profession indicate that, at least in recent years, college teaching is not an occupation which attracts many of the incumbents. Many teachers freely admit that the academic profession was not their first choice. The managing committees of the individual college regulate various aspects of the life of the teacher such as setting maximum teaching loads and other aspects of college life. Members, those come from business backgrounds and seldom have any expertise concerning educational management. Job security is a key issue for Indian college teachers, particularly in a situation of considerable unemployment of skilled individuals. Most of the teachers seem to try to do their best within the constraints of the situation and their own ability.

Anjum (1971) pointed out that in addition to the loss of special recognition the profession has been in forted with number of evils. It is no exaggeration to say that there was a time when ministers had to seek appointment with vice-chancellors to meet them, now vice-chancellors queue up to see ministers and officials. Subrahmanian (1987), Roberts (1977) study indicated that teachers ranked challenging work, achievement of objectives, good wages, and competent supervision as the most important factors of job satisfaction. Davis (1981) believed that primary resources of satisfaction of teachers were in aspects of working with students, intellectual stimulation autonomy, holidays and job security. Teacher satisfaction according to Davis (1981) in affected primarily by objective feedback or individual perception as to the prevailing performance level of institution.

The present study focuses on some factors affecting job satisfaction of teachers working in school education as well as higher education and some of the major factors are:

a) Teacher adjustment
b) Economic aspect
c) Educational Environment
d) Student-Teacher relationship

Rational of the study: Job satisfaction is a primary requisite to any successful teaching process, it is a complex phenomenon introducing various personal, institutional and social aspects. If the teachers attain adequate job satisfaction they will be in a position to fulfill the educational objectives and national goals. School teachers play a vital and prominent role for over all development of child.

College teachers devote their most of the time in the development of educational institution as well as for the welfare of the society. So the present study deals with some of the selected factors of job satisfaction between school and college teachers with respect to their teaching experience.
Job Satisfaction of College and School Teachers

In the area no. 3 (Institutional environment) 100% teachers agreed that they get a proper environment in their institution for their betterment. In the sixth statement 90% teachers agreed that the head of their institution always listen to their problem and try to solve them. In the area no. 4 (Student-Teacher relationship) 100% teachers put effort to give a proper educational as well as vocational guidance to their students where an 85% teachers discuss the progress and behavior of their students with their parents or guardians.

Problem: Does there be any affect of factors of Job satisfaction in college teachers? For the analysis of the above research question percentage wise bar-diagram were prepared separately for each factor.

Graph no: 2

% of level of Job Satisfaction among College Teachers

From the above diagram it is revealed that percentage of level of job satisfaction of college teachers were calculated in each area. In the statement no. 1 (Teacher adjustment) 60% were highly satisfied with the present profession and were in favour that during this profession they get a lot of opportunities for development and promotion were as 40% of them are dissatisfied. It is understood that majority of the teacher have expressed that they are satisfied with their profession and they work in an healthy atmosphere with out any stress. In the area no. 2 (Economic aspect) it is revealed that in the statement no. 1, 60% of the school teachers were satisfied and 40% were not satisfied with their salary where as in the statement no. 3, 90% of the teachers were not satisfied with the salary they are getting. In the statement no. 4, 95% of the teacher are agree that their salary is not sufficient to run a family.

In the third area i.e. (Institutional environment) 100% teachers are agree that they get a good opportunity for their professional development where as in the statement no. 5, half of the teachers are agree that the head of the institution tries to sort out their problems after listening.

In the fourth area (Student-Teacher relationship) 85% teachers support and guide their students properly and 50% are in favour that they do not try to counsel their students. 60% teacher discuss the progress and behavior of their students with their parents.

Graph no: 3 (a)

% of level of Job Satisfaction among School Teachers with experience below 5 years

From the above diagram no.2 it is revealed that in the first statement of teacher adjustment of college teachers 90% agree with the statement that they get better opportunity for their professional development and along with this in the second statement 90% of college teachers agreed that they work under pressure for the good quality of results.

In the second area of (Economic aspect) 75% teachers are not satisfied with the salary they are getting.
but 93.33% of college teachers are not satisfied with their salary. In the area of professional development, 90% of college teachers are satisfied. College teachers are highly satisfied with the economic aspect. The overall results show that the economic aspect is affecting their wellbeing although they are hard working and dedicated towards their work but such factors can harm their success.  

**Global Interpretation:**

Teachers play an important role in the progress and development of society and nation. Effective institutions to produce excellent results, the power behind such results are the teachers' hard work, dedication and sincerity toward their work. Therefore effective educational institutes require effective and competent teachers who can mould their students in proper and positive direction. But now a days, teachers are not satisfied with their job as the findings revealed that the factors which effects the job satisfaction are Teacher adjustment & low salary. Academic salaries do not permit a professionally rewarding life, even by the standards of the Indian middle class.

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**REFERENCES**


Related websites:

- [www.google.com](http://www.google.com)
- [EDUCATIONAL RESOURCES](http://www.educationalresources.com)
A study on guidance needs pattern of secondary school students

*Prabha R. Kurup & **Dr. Vanu Subramaniyam

Abstract

In the present scenario guidance needs is one of the important areas of secondary school level. Educational as well as vocational guidance is major part of education but it only fulfills the objectives of the education but it cultivates the students in all aspects of their life. So that they can reach up to the optimum level of the life. To face different social, psychological, educational, vocational, physical challenges in the world of competition guidance needs a book for our students. The present investigation was undertaken to study on guidance need pattern of secondary school students. The sample consisted of 500 students from C.G and CBSE Board students of Bhalai city. The result revealed that CBSE Board students require more guidance in some of the important areas like social and physical part as compared to C.G Board students.

Introduction:

Modern education recognizes that each child has a distinct personality. In present era our students are facing different social, economical and psychological problems and one of the main problem which our adolescents are facing is educational as well as vocational problems because of these problems they are miseducated in the society their needs and aspirations are unlimited but they are not getting actual guidance in any respect.

According to Crow and Crow “Guidance assistance made available by complete counselor to an individual of any age to help him direct his life, develop his own point of view, make his own decision and carry his own burden”. Guidance need is one of the prominent aspects of educational area. Real guidance means the dynamic and continuous preparation of individuals of growth and maturity. Rapid development of guidance in schools occurred due to social condition and needs and the emergence of new psychology emphasizing individual differences and new techniques for studying individual. Over the last fifty years, due to industrial development and need of guidance is becoming important day by day. Career options and opportunities are increasing so such type of assistance is required for our higher secondary students. Many Psychologist and scholars have given many principles and theory related to guidance needs.

Carter V. Good coined that “Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behavior of person” thus there are many factors and psychological problems affect our students in career option such as emotional disturbance, emotional maladjustment in the classroom, adjustment problem with the society, home environment, parent’s occupation, frustration, low capacity to learn and this may result in increase in rate of suicide case, anxiety, frustration, lack of confidence. Many case studies have been done related to frustration, anxiety. For the optimum achievement and adequate adjustment five major areas like Physical, Social, Vocational, Educational, Psychological comes under guidance need. All these five areas are the major branches of guidance need.

Guidance can be given by any teacher or any psychologist. A teacher understands the student need and try’s to sort out his educational as well as vocational problems. Role of teacher and school is very prominent. It is very essential for introducing and strengthening the guidance services in the schools of our country. It enable the student to make proper educational and vocational choices to enter their career and it will surely help to motivate our students from every area of the society as well as it will check the wasteage and stagnation of the young generation.

Resume of the related studies:

Bhatnagar, A and Gupta, N (1988) conducted a study to find out “The effect of a short term group guidance programme on the affective domain of career decision making of class IX students.” The results revealed that higher career maturity scores after the guidance intervention programme. However no sex differences emerged in career maturity either before or after the intervention.

Gaiwad, S (1998) studied on class X students decision making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities. The study showed that Psychological testing, Occupational Information and group guidance programme certainly helps the students in making appropriate educational and vocational choices.

Gupta, S.K (1991) made a study of the impact of training in career awareness and career decision making skills upon career related attitudes and the guidance needs of secondary school students. He found significant impact of training on career planning skills.

Asterhan, Chirista S, C, Schwarz, Baruch, B, Gil, Julia (2012) done research on “Small-group computer-Mediated argumentation in middle-school classrooms: The effects of gender and different types of online teacher guidance” in their study they found that teacher guidance of synchronous, online discussions in classrooms is realizable and reasonably reaches its intended goals.

Chinedum, Ubah Anthony, Omwasisoanya, Paul, Eze, Justina (2012) studied on “Perceived impact of Guidance and Counseling services on the development of entrepreneurial skills for sustainable livelihood among students” their findings shows that Guidance and counseling services will enhance students skills for entrepreneurship development which in turn will boost productivity, sustainable livelihood and national development.

Objectives of the study:

- To measure the guidance needs pattern of secondary school students studying in different boards.
- To measure the guidance needs pattern of male students studying in C.G and CBSE Board.
To measure the guidance needs pattern of female students studying in C.G and CBSE Board.

Purpose of the study:

The students life is getting more complicated day by day students in the 21st century face many perplex and difficult situations i.e., to make wise curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers etc. Earlier guidance was concentrated on problems relating to education. With growing complexity of life, the students require assistance in different areas according to their need pattern. This has been experienced every now and then by the society.

Child expects more attention from their parents. Parents are normally over anxious about their children’s scholastic performances. Some of the parents who have not been successful in their life expect a lot from their children. Some parents are over protective while others are not.

So, it is very essential to study and to measure the guidance needs pattern of higher secondary school students.

Method:

In the present study descriptive method was employed. Sample comprised male and female students studying in C.G and CBSE Board.

Table 1

<table>
<thead>
<tr>
<th>Area</th>
<th>Physical</th>
<th>Social</th>
<th>Psychological</th>
<th>Educational</th>
<th>Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>C.G CBSE</td>
<td>C.G CBSE</td>
<td>C.G CBSE</td>
<td>C.G CBSE</td>
<td>C.G CBSE</td>
</tr>
<tr>
<td></td>
<td>0.17 .11</td>
<td>21 .13</td>
<td>0.03 .01</td>
<td>-0.49 .55</td>
<td>-0.05 .09</td>
</tr>
</tbody>
</table>

Sample:

In the present study the data was collected from eight different schools of Bihari. Four C.G and four CBSE Board schools. The sample consisted of 160 students.

Tool:

To measure the guidance needs pattern of C.G and CBSE Board students Guidance Needs Inventory (GNI-GS) made by Dr. J.S. Grewal was used.

It measures five areas like Physical Guidance, Social Guidance, Psychological Guidance, Educational Guidance, and Vocational Guidance.

Statistical Technique Employed:

The raw scores were converted into Z score and then further analysis was done by calculating mean.

Analysis and Interpretation:

For verifying research question no-1 raw scores were converted into Z score and mean was calculated.

From the above table no-1 it is revealed that out of five areas mean of male students of C.G Board in Physical, Social and Psychological area is more than CBSE students which means that the students in C.G Board require more guidance in physical, social as well as in psychological areas. But it is less as compared to CBSE students. From the above result we can say that C.G Board students need more Educational and Vocational guidance.

To verify research question no-2 raw data was analyzed and interpreted to know the result. Table is given below.

From the table no-3 we can conclude that the C.G Board girls are stronger in Physical, Social and Psychological areas. The mean of C.G girls is more than C.G girls in educational area but C.G board girls require less vocational needs than CBSE girls. From the above statement we can say that the girls of CBSE Board are more concerned towards education.

Findings:

- From the above results it can be concluded that in some of the areas like Physical and Social C.G Board students need less guidance needs but CBSE Board students requires more Physical as well as Social needs due to various factors as they are very much concerned about their Educational and Vocational part. Many factors like proper educational facilities, proper educational and vocational guidance is given to them. Parents are more concerned, schools follow proper methods and techniques, career oriented programmes conducted. But they lack in physical and social area it is due to vast syllabus they are more career oriented.

We can also conclude from the result that C.G Board girls need more educational guidance. In C.G Board schools more emphasis is given on
co-curricular activities like social work, field work, etc., therefore they are socially developed.

Suggestions:

1. Teacher should assist their students to solve their academic, vocational and personnel problems by giving them proper guidance.
2. Proper school environment, teacher's effort can prepare a child for future.
3. Importance should be given to every aspect of students.
4. Students should be encouraged for individual and group activities.
5. Guidance and counseling services will enhance students various skills.
6. Parent's encouragement is essential.

References:


Gokwad, S. (1969) "Class X students decision making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities," Fifth survey of educational research, V1 pg 226-227.