

EFFECTIVENESS OF SKILL DEVELOPMENT PROGRAMMES IN ARTS AND SCIENCE COLLEGE STUDENTS

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Abstract

In the present scenario our nation population is increasing and employment opportunities are decreasing so the educationists, policy makers and stakeholders are including skill development Programmes in higher education curriculum. Therefore, researcher has chosen effectiveness of skill development Programmes in arts and science college students in Cuddalore district, Tamilnadu. They have framed objectives of the study ie. To find out whether any significant difference in the effectiveness of skill development Programmes in arts and science college students with respect to Gender, Locality of the College and Locality of the students. Research tool constructed and standardised by the researchers. The researchers have utilized descriptive survey method and simple random sampling for collecting the data from the sample. Descriptive and Differential statistics analyses are utilized in the study. This study found that there is no significant difference in the effectiveness of skill development Programmes in arts and science college students with respect to Gender, Locality of the College and Locality of the students.

Introduction

In the field of higher education, interest in the efficiency of skill development programs in Arts and Science colleges is expanding. These Programmes provide as a vital link between academic knowledge and the real-world competencies needed for students to advance personally and prepare for the workforce. Giving college students a broad range of abilities has become more crucial in the fast-paced and cutthroat employment market of today (Smith & Johnson, 2019).

In today's workforce, there is a clear need for a well-rounded skill set that includes both transferable skills and specific academic knowledge. Programs for developing skills have become an essential part of education for students, meeting the demand for competency in a variety of fields. By bridging the knowledge gap between traditional classroom instruction and the dynamic workforce, these programs hope to prepare graduates for the demands of their chosen fields (Brown & White, 2020).

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In terms of skill development, colleges of arts and sciences have particular opportunities as well as obstacles. Students' varied interests and the variety of their academic programs call for an adaptable approach to skill development. Science students may need technical, analytical, and research-oriented talents, whereas Arts students may need skills in creativity, communication, and critical thinking. Institutions must therefore provide a broad range of skills that correspond with the goals of each individual student (Davis, 2018).

Several factors must be taken into consideration when evaluating the success of skill development initiatives. Employability, industry relevance, personal development, feedback systems, and long-term influence are a few examples of these dimensions. In addition to serving students' best interests, the effectiveness and reputation of the schools themselves are greatly impacted by the performance of these initiatives (Thompson & Robinson, 2021).

The purpose of this research project is to investigate the efficacy of skill development programs in Arts and Science colleges while accounting for the unique opportunities and problems that these establishments present. We want a thorough grasp of these programs' contribution to educating the next generation for success in a competitive, ever-changing world by measuring their effects on students' employability, personal development, industry relevance, and long-term career outcomes.

Need and Importance of the Study

In the present world, employment sector needs skilled people to develop the industry, nation, and world. Educationists have sensed earlier the world employment opportunities so they have introduced skill development Programmes at the higher education level and immediately many universities implemented skill development Programmes for affiliating institutions. The skill development course is different from the traditional Programmes and it has different types of pedagogy for instructing to the students.

Education shouldn't be limited to the classroom. Comprehensive student development is facilitated by skill development programs that emphasize soft skills, personal development, and character-building qualities. Students benefit from this well-rounded development in both their personal and professional life.

The aims of the Skill development Programmes is try to fill the gap between employment and unemployment of the society by imparting hands on training activities, industry visits then making the students more skilled persons. In this study to find out, this course enhances the employability with different skills and increasing their chances of secured jobs based on their abilities.

Present industry and job market needs relevant and dynamic skilled persons for the company sectors. The industries are changing the technological advancements frequently. Based on the industry sector changes the educational institutions are revising the curriculum on the demands of job market. So, it's useful for the learners to adapt to what expectations of the industries. It leads to diverse career paths for the learners.

Objectives of the Study

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1. To find out whether any significant difference in the effectiveness of skill development Programmes in arts and science college students with respect to
 - a. Gender
 - b. Locality of the College
 - c. Locality of the students

Hypotheses of the Study

1. There is no significant difference in the effectiveness of skill development Programmes in arts and science college students with respect to
 - a. Gender
 - b. Locality of the College
 - c. Locality of the students

Method of the Study

The present study population is those who are studying skill development Programmes in arts and science college students in Cuddalore district. The researcher has utilized the descriptive survey method for the present study and a simple random sampling technique was utilized for collecting the sample from the population. The researcher has collected 100 samples for the study.

Data Analysis and Interpretation

Hypothesis -1

There is no significant difference between male students and female students in the effectiveness of skill development Programmes in arts and science college students.

Table No: 1
't' - Values of Gender

Background Variable	Category	N	Mean	S. D	't' - Value	Significant at the 0.05 level
Gender	Male	49	182.55	27.47	1.56	Not Significant
	Female	51	190.80	25.26		

In the above table, -1 indicates the Gender mean and standard deviation values of male and female students in the effectiveness of skill development Programmes in arts and science college students. The present research found that the 't' value is 1.56 but as per the research table value is 1.96. The present research 't' value is lower than the table value so, the hypothesis is accepted.

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The present research found that there is no significant difference between male students and female students in the effectiveness of skill development Programmes in arts and science college students.

Hypothesis - 2

There is no significant difference between rural and urban colleges in the effectiveness of skill development Programmes in arts and science college students.

Table No: 2

‘t’ - Values of Locality of the College

Background Variable	Category	N	Mean	S.D	‘t’ - Value	Significant at the 0.05 level
Locality of the College	Rural	62	185.53	23.93	0.58	Not Significant
	Urban	38	188.76	30.60		

In the above table, -2 indicates the locality of the college mean and standard deviation values of rural and urban colleges in the effectiveness of skill development Programmes in arts and science college students. The present research found that the ‘t’ value is 0.58 but as per the research table value is 1.96. The present research ‘t’ value is lower than the table value so, the hypothesis is accepted. The present research found that there is no significant difference between rural and urban colleges in the effectiveness of skill development Programmes in arts and science college students.

Hypothesis - 3

There is no significant difference between rural students and urban students in the effectiveness of skill development Programmes in arts and science college students.

Table No: 3

‘t’ - Values of Locality of the Students

Background Variable	Category	N	Mean	S.D	‘t’ - Value	Significant at the 0.05 level
Locality of the Students	Rural	51	188.01	26.43	0.48	Not Significant
	Urban	49	185.44	26.90		

In the above table, -3 indicates the locality of the students' mean and standard deviation values of rural and urban students in the effectiveness of skill development Programmes in arts and science college students. The present research found that the ‘t’ value is 0.48 but as per the research table value is 1.96. The present research ‘t’ value is lower than the table value so, the

hypothesis is accepted. The present research found that there is no significant difference between rural students and urban students in the effectiveness of skill development Programmes in arts and science college students.

Implications of the Study

The implications of a study on the effectiveness of skill development Programmes in Arts and Science college students are multifaceted and can have a significant impact on various stakeholders.

Educational Institutions give importance for skill development Programmes it enhance the college reputation and attract the skilled students. So the unemployment issue reduces slowly. It is chance for rural college students to know the skill works and it make entrepreneurship among the learners. It makes confidence and adaptability to the learners' then contribute of our national economic growth ratios. Skill development course can help reduce the gap between educational qualifications and job requirements, benefiting society as a whole.

In conclusion, a study on the effectiveness of skill development programs in Arts and Science college students has the potential to influence a wide range of stakeholders, leading to improved education, employability, economic growth, and societal development. It can provide valuable insights that drive positive changes in educational systems and policies.

Conclusions

The findings of this study are giving educators, decision-makers, and interested parties at arts and science institutions useful information that will enable them to design and carry out skill development programs that better meet the needs of the public as well as students.

The benefits of skill development programs in Arts and Science universities are extensive, ranging from improved job possibilities for individuals to larger economic and societal advantages. These initiatives hold promise for improving personal growth, bridging the skills gap between education and work, and fostering long-term success. To optimize these programs' effects on students and society, implementation issues must be resolved.

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