

Exposition of Skill Development Programme among the School Teachers under Suits

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Abstract

Skill development is an important driving force behind the Indian economy to maximize the country's productivity and financial growth. These training programmes are very important in skill building, tackling technological volatility and meet globalization. The present study used to describe the exposition of the skill development programme called SUITS (Schools-University-Industry-Tie-up-Scheme) provided by IECD (Institute for Entrepreneurship and Career Development) with the help of a structured questionnaire and the interrelationship between all the dependent variables are analyzed through SPSS (Statistical package for Social Sciences) showing a positive inter relationship which shows the significance and importance of the study..

Keywords- SUITS, Skill Development Programme

I. BACKGROUND OF THE STUDY

Skill development is a wide context and challengeable to monitor. Institutional trainers are good learners in India. Vocational education is a boon to Indian youth to meet the global competition and demand. Many skill development programmes eliminates the disadvantages caused by unemployment and young job seeking women. In Indian schools many of them offered vocational training in secondary education level should be developed in future years.

According to Adams Arvil K, (2011), in his report about the skill development, people sometimes misunderstood that vocational education will provide opportunities only to poor or average academic students. This mind set is totally a wrong one, because vocational education costs more than that in every sector. Competency Based training (CBT) is a vocational training approach given in European and Asian countries which will shifts the training from schools to industries by developing excellent knowledge economy in workplaces.

Swati Shantaram Mujumdar, (2012) research explained that VETSD (Vocational Education Training and Skill development) provides a long process that involves all kind of education and employment level. It helps in effective participation for an employee in their respective organization. Organizational Citizenship Behaviour (OCB) acts as an instrument to promote sustainable skill development practices. It is observed in the world economic report that India is expected within 2025 as a global human resource powerhouse with huge amount of youngsters under the age of 35. In addition to these there are strong relationship between the education and Indian economy. These skills not only fulfilling the basic economical need but also promote flexibility and self-empowerment in individual employees.

The present study deals with the SUITS (Schools-University-Industry-Tie-up-Scheme) provided by the principle author of the research through Institute for Entrepreneurship and Career Development of Bharathidasan University, Tiruchirappalli. A survey conducted by the principle author and his research scholars in 293 schools in Tamil Nadu and Pondicherry shows about the importance of skill development programme under SUITS.

II. LITERATURE REVIEW

According to Rupert Maclean et. al., (2013), National Qualification Framework (NSF) is implemented in 100 developed and developing countries by their Governments. In India SSC (Sector Skill Council) was established in academic institutions and industries which emphasizing the importance of vocational skills. It will promote employees ability in identifying their own skills, prioritizing the skills gaps and solving it, exchange of information among various fields, sharing the best practices in their workplace, improving the employability in organizations, better alignment of industrial policies and country's economy, to improve the productivity of teaching and learning in academic vocational training and career development.

Parthasarathy K et. al., (2016), explained in their research that, there is always a positive association between the dependent variables of skill development training like infrastructure, administration, teaching materials etc., with the employee's socio-economic profile. It is essential to train the employees in academic institutions for the welfare of their school children and for their own self development in their respective fields. Hence skill development training should be essential for every learning organizations and institutions.

Aswini P.M et.al., (2016), in their article described that, while training the existing employees of educational institutions it is clear about the attentiveness of the employees in participating and practicing the training programmes in their respective schools. Especially in computer science field there is a need in updating the recent technical advancements. Both practical and theoretical training provided by institutions helps them in developing their technical knowledge frequently.

III. PROBLEM AND OBJECTIVE

- To find out the profile of the respondents in the study area.
- To find the highest mean score among the dependent variables to observe.
- To find out the inter relationship between the dependent variables of the skill development programme.

IV. ABOUT THE STUDY AREA

IECD at Bharathidasan University was founded and directed by the principal author of this research paper. IECD is the only institution providing Skill Development programme in computer science in graded way to the school going students with University. The researchers have surveyed 293 programme heads (respondents of the study area) of SUITS in the state of TamilNadu and Pondicherry schools. The survey is based on gathering the responses about the SUITS scheme. The heads of the scheme in every school have responded the survey questionnaire. They have handled 8 types of computer programmes to their school children namely Basic computer programming, logo programming, Microsoft Office, C, C++, Graphics Designing, 2D animation and Web Designing. The responses reflect about the significance and importance of the SUITS scheme in Tamil Nadu and Pondicherry.

V. RESEARCH METHODOLOGY

Descriptive research is used to describe the positive expositions of the SUITS scheme. Judgment sampling is the sampling method used to gather the responses of the respondents of the study area. 293 respondents are the sample population of the study. Structure questionnaire for the survey was framed by the presenting author and his research followers. The rating scale enclosed with five point scales namely strongly agree, agree, neutral, disagree and strongly agree. The responses are collected and analyzed in SPSS.

VI. GENERAL PROFILE OF THE STUDY

Table 1: Percentage Analysis Showing the Frequency Distribution of the Demographic Variables of the Study Area

Variables		Frequency (Percentage) (N=293)
Age	Upto 25 Years	101(34.5)
	26-30 years	103 (35.2)
	31-35 years	58 (19.8)
	36 years and above	31 (10.5)
Gender/Sex	male	70 (23.9)
	Female	223 (76.1)
Educational Qualification	UG	65 (22.2)
	PG	120 (41.0)
	PG and Above	108 (36.8)
Academic Experience	New Entrant	20 (6.8)
	1-3 years	169 (57.7)
	4-6 years	89 (30.4)
	7 years and above	15 (5.1)

The table-1 shows that 35.2% of respondents in the study area belongs to the age group of 26 to 30 years, respondents of 34.5%, 19.8% and 10.5% belongs to the age group upto 25 years, 31 to 35 years and age group above 36 years. Majority of the respondents of 76.1% are female and only 23.9% of male respondents answered the survey. 41% which is the maximum number of respondents who are Post Graduates, 36.8% of them are qualified PG and other degree and only 22.2% of them are Under Graduates. 57.7% of

the respondents having the academic experience more than 1 year to 3 years, 30.4% of them having more than 4 to 6 years, 6.8% of them are new entrants to their field and only 5.1% are having the experience of 7 years and above.

Table 2: Descriptive Statistics Showing the Highest Mean Score among the Exposition of Skill Development Programme of Suits

Evaluation of the Training Programme	Mean	Standard Deviation (SD)
Updated Course Materials	4.30	0.92
Accessible Requirements	4.52	0.98
Efficient Administration	4.35	0.87
Ample time to complete Syllabus	4.16	0.93
Systematic Implementation	4.50	0.97
Proficiently Designed Course Materials	4.31	0.94
Appropriate Tutoring Time	3.94	1.00
Accomplishing Complete Syllabus	4.11	0.99
Usefulness of the Training	4.35	1.03
Engrossment & Attentiveness of Students	4.53	0.99

It is clear from the table-2, the highest means value of the variable engrossment and attentiveness of students is 4.53 and its SD value is 0.99, followed by second highest mean score 4.50 and its SD value is 0.97 and accessible requirements showing the mean of 4.52 and its SD value 0.97 show the positive responses from the head of the skill development training programmes in their respective schools that the efficient administration of IECD and their systematic implementation of the computer programmes makes the school children enrolled under the Suits programme more attentive and involved with their computer programmes.

VII. HYPOTHESIS AND FINDINGS OF THE STUDY

A. Hypothesis

There are significant inter relationship between the exposition of Skill Development programme of Suits in the study area.

Table 3: Pearson's Correlation Showing the Inter relationship Between the Exposition of Training Programme

Exposition of Training Programme	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Updated Course Materials (Q1)	Pearson Correlation(r)	1								
	Sig. (2-tailed)									
	N	293								
Accessible Requirements (Q2)	Pearson Correlation(r)	.764**	1							
	Sig. (2-tailed)	.000								
	N	293	293							
Efficient Administration (Q3)	Pearson Correlation(r)	.721**	.716**	1						
	Sig. (2-tailed)	.000	.000							
	N	293	293	293						
Ample time to complete Syllabus (Q4)	Pearson Correlation(r)	.663**	.702**	.655**	1					
	Sig. (2-tailed)	.000	.000	.000						
	N	293	293	293	293					
Systematic Implementation (Q5)	Pearson Correlation(r)	.755**	.782**	.774**	.718**	1				
	Sig. (2-tailed)	.000	.000	.000	.000					
	N	293	293	293	293	293				

Proficiently Designed Course Materials (Q6)	Pearson Correlation(r)	.638**	.712**	.666**	.705**	.734**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
	N	293	293	293	293	293	293				
Appropriate Tutoring Time (Q7)	Pearson Correlation(r)	.541**	.616**	.529**	.646**	.614**	.612**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000				
	N	293	293	293	293	293	293	293			
Accomplishing Complete Syllabus (Q8)	Pearson Correlation(r)	.609**	.624**	.625**	.676**	.714**	.658**	.782**	1		
	Sig. (2-tailed)	.000	.000**	.000**	.000**	.000**	.000**	.000**			
	N	293	293	293	293	293	293	293	293		
Usefulness of the Training (Q9)	Pearson Correlation(r)	.594	.653	.625	.543	.722	.661	.434	.548	1	
	Sig. (2-tailed)	.000**	.000	.000**	.000**	.000**	.000**	.000**	.000**		
	N	293	293	293	293	293	293	293	293	293	
Engrossment & Attentiveness of Students (Q10)	Pearson Correlation(r)	.753	.749	.721	.692	.761	.731	.581	.642	.709	1
	Sig. (2-tailed)	.000**	.000**	.000	.000**	.000**	.000**	.000**	.000**	.000**	
	N	293	293	293	293	293	293	293	293	293	293

Person's Correlation coefficient value (r) is analyzed for the purpose of describing the degrees of relationship between the dependent variables. This is also called as correlation matrix. The correlation matrix diagonal value shows 1 which indicates that a variable correlates with itself. The lower triangle of the correlation matrix shows the r value (correlation coefficient) of the matrix in table-3. The correlation matrix contains the lower triangle of values is said to be symmetric matrix.

$[N \times (N-1) / 2]$ is the formula to calculate the number of pairs presented in the correlation matrix. Hence the table-3 contains 45 pairs of r value. i.e., $[10 \times (10-9) / 2] = 45$. To study the r value of the matrix, the intersected value of a row and a column can be observed. The strength of the inter relationship between the dependent variables in the present study showing a strong correlation, significant at 0.01 level in case of 2-tailed level.

In the present study the researchers have measured the relationship between 10 continuous dependent variables which are exposing the importance of skill development programme. Here the r value of the variables having strong and very strong relationship with one another. Hence highest r value of one dependent variable strongly associated with the other variable having highest r value. In the table-3 the variable are moving in the same direction denotes that the dependent variables are showing a strong correlation between them. The r value 1 represented in a diagonal way also represents the same.

Table-3 shows that the r value of the variable updated course materials correlated with itself is 1 shows a very strong relationship, which implies that the course materials provided by IECD is updated to the present day context of information technology. The relationship between the variables updated course materials, accessible requirements, efficient administration, ample time to complete syllabus, systematic implementation, proficiently designed course materials, appropriate tutoring time, accomplishing complete syllabus, usefulness of the training and the last variable engrossment and attentiveness of the students correlates positively with other variables and with itself shows the significance of the skill development programme provided by IECD under Suits.

VIII. CONCLUSION

Analysis of the present study concludes that, the responses from the head of the Suits Scheme in every TamilNadu and Pondicherry schools shows a strong correlation between the dependent variables like updated course materials, accessible requirements, efficient administration, ample time to complete syllabus, systematic implementation, proficiently designed course materials, appropriate tutoring time, accomplishing complete syllabus, usefulness of the training and engrossment and attentiveness of the students. In the present study the respondents of the study area are satisfied with the administration of IECD, Bharathidasan University, Tiruchirappalli and the course materials provided for the computer science practical and theory of Suits programme to the children makes them happy and create an involvement and attentiveness to the programmes. It shows the significance of the skill development programmes and further development of school students.

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