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SKILLING SCHOOL STUDENTS THROUGH SUITS - AN EVALUATIVE STUDY

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ABSTRACT
The salient feature of the present study is to throw light on skill development training provided by SUITS (School-University- Industry- Tieup- Scheme) by IECD (Institute for Entrepreneurship and Career Development) to school children of 14 years who are studying 8th standard in selected schools of TamilNadu and Puducherry. The SUITS maximizing the academic growth and future career development of the school children, especially in graphics designing programme which makes them more creative and knowledgeable in the field of multimedia sector. Children from 56 schools responded to the structured questionnaire. Descriptive research design with systematic sampling method was adopted for the present study. The major findings show that there are no significant association between age of the respondents and acquiring skills in graphics design through SUITS in the study area.

INTRODUCTION
Developing school children in their younger age will maximize their future career development. It is necessary to access the skill gap in school education to fulfill the demand of future skilled employees for the development of our country. Many countries were developed through skilled workforce through skill development and vocational training programmes. Among them India is one of the important nation which acquiring 54% of younger people in the age group of 25 to 35, which is greater than other developing and developed nations, MHRD (Ministry of Human Resource Development, 2015). It will manipulate a huge challenge and demand on employment in future decades.

According to OECD (Organization for Economic Co-operation and Development, 2013), vocational training and skill development programmes will develop rate of employment in our country. Enhancing their performance level especially in the field of Information Technology, Information Technology Embedded Services (ITES) etc., is used to develop the employment in the field of graphics, multimedia, advertisement, web designing, architecture, etc.,

IECD at Bharathidasan University has been conducting various skill development and vocational training programmes to school children, differently-abled person, school drop-outs, house wives, senior citizens and ex-service men. The important milestone of IECD is offering SUITS, which offered skill development training to the school children to the age group of 10-14 years. In the present study the feedback scheduled in the form of structured questionnaire were used to collect the primary data from school children in 56 schools in TamilNadu and Puducherry who were enrolled under SUITS.

LITERATURE REVIEW
Parthasarathy K et.al., (2016), said that it is very essential to afford skill development training to the school children. It leads to modify their mind set out of their academics. Teachers should make the students learn vocational programmes concurrently with their education. We can easily shape the mind of younger generation

by motivating their creativity and innovation in any skill development field through teaching and skilling. This will make them more committed in their studies and make them self-dependent in their future.

Gawad Santosh Bhiwa, (2015), explained that skill development programmes should be launched and implemented in organizations, universities and schools. Future decades will be expected with increase in economic condition of our country. Vocational education is the backbone of country's sustainable growth. Organizations should develop and modify their policies, skills and technologies by creating awareness to the employees. Educating the younger generation with advanced skills can foster better value to their personal life and career development.

According to **Forfas, (2009),** skilled manpower relies on processing generic skills like creativity, developing applications, expertise in in-depth creation, capable to design web products, innovative management and updated knowledge in creativity tools. Graphics and web development are essential for the special features of the frame working multimedia sector. Interactive setup of these creative industries are used to develop employee's skills in designing animation, cartoons, advertisements, image modeling, laser show designing, virtual reality programmes, communication designing, product package designing, typography, visual arts, visual composition techniques, motion graphic designing and much more.

PROBLEMS AND OBJECTIVES

1) To study the evaluating aspects of the skill development training provided to the respondents on SUITS in the study area.
2) To find out the association between age and the evaluating aspects of the respondents on SUITS in the study area.
3) To find out the inter-relationship among the evaluating aspects of the respondents on SUITS in the study area.

METHODOLOGY

Research methodology is used to address the research design, sampling method, type of questionnaire, framing hypotheses and so on. The present study has adopted descriptive research design, which is used to frame hypotheses and to find related variables of the study. Through this method quantifiable information were gathered for analysis of observed data. The survey questionnaire which is used to evaluate student's responses was closed ended dichotomous questions. Questions are very simple to understand and constructed with 'yes' or 'no' type. 56 schools were enrolled under the SUITS, offering graphic designing to students of 7^{th} standard. Purposive sampling method was used to gather the responses from the children. This sampling method allows the researchers to select their samples from the population with their own judgment. The samples selected from each population will represent the whole population. Hence this method is also called as judgmental sampling. One respondent form each school was selected to response the questionnaire.

GENERAL FINDINGS OF THE STUDY

Table-1 Percentage analysis shows the Frequency distribution of evaluating aspects of the respondents on SUITS

S.No	Evaluating Aspects of SUITS	Agree	Disagree	Frequency	Percentage
1	Constructive programmes for student's future	56	-	56	100
2	Convenient learning materials	50	6	56	100
3	Students relished by SUITS	55	1	56	100
4	Instructor's support to perform practical	50	6	56	100
5	Expeditious learning materials	50	6	56	100
6	Pragmatic tutoring	56	-	56	100
7	Instructor's concerning student's progress	53	3	56	100
8	Adequate tutoring materials	52	4	56	100
9	Instructors conduct regular classes	51	5	56	100

10	Instructors tutoring with SUITS books	55	1	56	100
11	Easily perceivable syllabus	47	9	56	100
12	Relish to make entry in OMR sheets	53	3	56	100
13	Complex learning syllabus	22	34	56	100
14	Adequate practical timing	54	2	56	100
15	SUITS intellectualized students	55	1	56	100

Table-1 shows that all the students agreed about the variable constructive programmes for students' future. This shows that SUITS programmes are better foundation for their future academic and career growth. 50 students agreed the variable convenient learning materials and only 6 of them disagree the same, which denotes most of the students feel that the computer programmes are convenient to learn with other academic subjects. Most of the students agree the variable students relished by SUITS, which specified that students are interested and like to learn SUITS programmes. Majority of the students agreed the variable instructor's support to perform practical paper, which indicates that the in-charge staffs were handling the computer practicals more than theory, which sustaining the students interest to learn more in their course. Most of the students agreed the variable expeditious learning materials, which implied that the students received SUITS text books on required time.

All the students agreed the variable pragmatic tutoring which indicates that the in-charge staffs of the computer programmes were handling the courses effectively and make the students to understand quickly. Maximum number of students agreed the variable instructor's concerning students' progress, which express that the in-charge staffs were interested on student's personal development. Majority of the students agreed the variable adequate tutoring materials which indicate that the text books provided for theory and practical papers are adequate to learn. Maximum of the students agreed the variables instructor conduct regular classes with SUITS text books, shows that the in-charge staffs were handling the classes for the courses regularly with text books provided for the computer programmes.

47 students were agreed the variable easily perceivable syllabus and only 9 of them dis agreed the variable, it implied that the syllabus structured for the SUITS programmes were easy to understand by them. Maximum of the students agreed the variable relish to make entry in OMR sheets denotes that the students like to mark their answers in form of shades in OMR sheets in their main examination. 22 students agreed complex learning syllabus and 34 students dis agreed the variable, which indicates that children in the age group of 14 may feel little difficulty in following the syllabus of graphics designing programme. Necessary modifications will be updated for the next year syllabus. Maximum of the students were agreed the variables adequate practical timing and SUITS intellectualized students. It express about the interest of students in practical papers and results in improving the students practical skills and knowledge in graphic designing programme.

Table 2 Descriptive Statistics shows the mean and standard deviation of the evaluating aspects of the respondents on SUITS

S.No	Evaluating Aspects of SUITS	N	Mean	Std. Deviation
1	Constructive programmes for student's future	56	**2.00**	0.00
2	Convenient learning materials	56	1.89	0.31
3	Students relished by SUITS	56	1.98	0.13
4	Instructor's support to perform practical	56	1.89	0.31
5	Expeditious learning materials	56	1.89	0.31
6	Pragmatic tutoring to pupils	56	**2.00**	0.00
7	Instructor's concerning student's progress	56	1.95	0.23
8	Adequate tutoring materials	56	1.93	0.26
9	Instructors conduct regular classes	56	1.91	0.29
10	Instructors tutoring with SUITS books	56	1.98	0.13

11	Easily perceivable syllabus	56	1.84	0.37
12	Relish to make entry in OMR sheets	56	1.95	0.23
13	Complex learning syllabus	56	1.39	0.49
14	Adequate practical timing	56	1.96	0.19
15	SUITS intellectualized students	56	1.98	0.13

Mean is used to calculate the average of the sum of observed outcome of variables. This value is used for measuring central distribution value.

$$\bar{x} = \frac{1}{n}\sum_{i=1}^{n} x = \frac{(\Sigma x)}{n}$$

Here x denotes the observed value and n denotes the sample size N=56. Median used to find the middle score of the observed variables, which is used to find the typical value out of observed variables. The observed square values of mean values are called variance and the square root of variance divided by number of sample size is called standard deviation. **x** denotes the calculated Mean value, n denotes the total number of samples.

$$SD = \sqrt{\frac{\Sigma(x - \bar{x})^2}{n-1}}$$

Table-2 shows that the highest mean score out of the evaluating aspects "constructive programmes for student's future and pragmatic tutoring to pupils" are 2.00, it indicates that the SUITS programmes are constructively designed for the future growth of the students and the in-charge staffs for computer programmes were also handling the classes effectively. Here the lowest mean score value is 1.39 for the variable "complex learning syllabus" and the standard deviation for the same value is 0.49. It shows that students can easily grasp the syllabus provided for them.

HYPOTHESES RELATED FINDINGS

Hypothesis-1 There will be no significant association between the age of the respondents and their evaluating aspects of SUITS.

Table-3 Chi Square showing the association between the age and evaluating aspects of the respondents on SUITS

Evaluating Variables	χ2 Value	Sig. (2- Sided)
Convenient learning materials	1.950	0.377
Students relished by SUITS	0.882	0.643
Instructor's support to perform practical	0.037	0.982
Expeditious learning materials	3.501	0.174
Instructor's concerning student's progress	7.272	0.026
Adequate tutoring materials	1.250	0.535
Instructors conduct regular classes	2.660	0.264
Instructors tutoring with SUITS books	2.336	0.311
Easily perceivable syllabus	0.203	0.903
Relish to make entry in OMR sheets	1.651	0.438
Syllabus was hard to learn	0.212	0.899
Adequate time for practicals	2.860	0.239
SUITS intellectualized students	0.882	0.643

Table- 3 shows that the $\chi 2$ value of the evaluating aspects is greater than the significant level. Hence there is no significant association between the age and evaluating aspects of the SUITS. It is concluded that the hypothesis-1 is accepted

Hypothesis-2 There will be no significant correlation among the evaluating aspects of the SUITS

Table- 4 Inter-Correlation among the evaluating aspects of the respondents on SUITS

Evaluating aspects of SUITS		**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Q11**	**Q12**	**Q13**	**Q14**	**Q15**
Q1(Constructive programmes for student's future)	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)		.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q2(Convenient learning materials)	Pearson Correlation	.a	1	-.047	-.120	-.120	.a	-.082a	-.096	.094	-.047	.477	.174a	-.194a	-.067	-.047
	Sig. (2-tailed)	.		.732	.378	.378	.	.546	.481	.491	.732	.000	.200	.151	.625	.732
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q3(Students relished by SUITS)	Pearson Correlation	.a	-.047	1	-.047	-.047	.a	-.032a	.486	-.042	-.018	.308	-.032a	.108a	-.026	-.018
	Sig. (2-tailed)	.	.732		.732	.732	.	.814	.000	.757	.894	.021	.814	.426	.849	.894
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q4 (Instructor's support to perform practical)	Pearson Correlation	.a	-.120	-.047	1	.067	.a	.174a	.128	.296	-.047	.006	-.082a	.160a	.556	-.047
	Sig. (2-tailed)	.	.378	.732		.625	.	.200	.347	.027	.732	.967	.546	.238	.000	.732
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q5 (Expeditious learning materials)	Pearson Correlation	.a	-.120	-.047	.067	1	.a	-.082a	-.096	.296	-.047	-.152	-.082a	.160a	-.067	.389
	Sig. (2-tailed)	.	.378	.732	.625		.	.546	.481	.027	.732	.265	.546	.238	.625	.003
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q6 (pragmatic tutoring to pupils)	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a

	Sig. (2-tailed)	.	.	.	.	.		.	.	.	.	.	.	.	.	.
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q7 (Instructor's concerning student's progress)	Pearson Correlation	.a	-.082	-.032	.174	-.082	.a	1a	.550	.482	.567	-.104	-.057a	.191a	.382	-.032
	Sig. (2-tailed)	.	.546	.814	.200	.546	.		.000	.000	.000	.445	.679	.158	.004	.814
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q8 (Adequate tutoring materials)	Pearson Correlation	.a	-.096	.486**	.128	-.096	.a	.550a	1	.399**	.486	.067	-.066a	.223a	.320	-.037**
	Sig. (2-tailed)	.	.481	.000	.347	.481	.	.000		.002	.000	.621	.629	.098	.016	.784
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q9 (Instructors conduct regular classes (	Pearson Correlation	.a	.094	-.042	.296*	.296*	.a	.482a	.399	1	.431*	.033*	-.074a	.124a	.277	-.042
	Sig. (2-tailed)	.	.491	.757	.027	.027	.	.000	.002		.001	.806	.585	.364	.039	.757
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q10 (Instructors tutoring with SUITS books)	Pearson Correlation	.a	-.047	-.018	-.047	-.047	.a	.567a	.486	.431	1	-.059	-.032a	.108a	-.026	-.018
	Sig. (2-tailed)	.	.732	.894	.732	.732	.	.000	.000	.001		.666	.814	.426	.849	.894
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q11 (Easily perceivable syllabus)	Pearson Correlation	.a	.477**	.308*	.006	-.152	.a	-.104a	.067**	.033*	-.059	1	.112a	-.245a	-.084**	-.059*
	Sig. (2-tailed)	.	.000	.021	.967	.265	.	.445	.621	.806	.666		.412	.068	.537	.666
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q12 (Relish to make entry in OMR sheets)	Pearson Correlation	.a	.174a	-.032a	-.082a	-.082a	.a	-.057a	-.066a	-.074a	-.032a	.112a	1a	-.296a	-.046a	-.032a
	Sig. (2-tailed)	.	.200	.814	.546	.546	.	.679	.629	.585	.814	.412		.027	.738	.814
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56

Q13 (Complex learning syllabus)	Pearson Correlation	.a	-.194	.108	.160	.160	.a	.191a	.223	.124	.108	-.245	-.296a	1a	.155	-.168
	Sig. (2-tailed)	.	.151	.426	.238	.238	.	.158	.098	.364	.426	.068	.027		.255	.217
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q14 (Adequate practical timing)	Pearson Correlation	.a	-.067	-.026	.556	-.067	.a	.382a	.320	.277	-.026	-.084	-.046a	.155a	1	-.026
	Sig. (2-tailed)	.	.625	.849	.000	.625	.	.004	.016	.039	.849	.537	.738	.255		.849
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
Q15 (SUITS intellectualized students)	Pearson Correlation	.a	-.047	-.018	-.047	.389	.a	-.032a	-.037	-.042	-.018	-.059	-.032a	-.168a	-.026	1
	Sig. (2-tailed)	.	.732	.894	.732	.003	.	.814	.784	.757	.894	.666	.814	.217	.849	
	N	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56
**. Correlation is significant at the 0.01 level (2-tailed).																
*. Correlation is significant at the 0.05 level (2-tailed).																
a. Cannot be computed because at least one of the variables is constant.																

In table-4, few values of the variables remains constant, which expressed that, those values can't vary or change in any circumstances. In the present study the variables constructive programmes for student's future and pragmatic tutoring to pupils are remains constant, due to 100% agreed responses from the students to those variables. It clearly implied that the SUITS provides a basic foundation of graphic designing programme to the students and their-charge staffs of them are handling the theory and practical papers of graphic designing more clearly to their school children. Here the correlation matrix shows that there is a negative correlation among the evaluating variables. It denotes the increases or decreases of one variable resulting in decreases or increases of another variable in the matrix, hence the variables moves in the opposite direction of the matrix. Hence there are no significant inter-relationship among the evaluating aspects of SUITS and the hypothesis- 2 is accepted.

CONCLUSION

It is concluded that there are no significant association between the age of the students and the evaluating aspects of SUITS pertaining to acquiring skills in the field of graphic design. There are negative inter-correlations among the respondents on their dependent variables of the study. This is because there were strong positive responses to all the variables of the questionnaires. Hence it is hard to analyze the relationship between the dependent and independent variables. The overall evaluating aspects among the respondents indicating that SUITS provides a basic foundation for the student's career development by providing text books to the children and teaching materials to the in-charge staffs. The staffs showing maximum interest on teaching practical to the students, makes them more involved in their respective programmes. The school management also provides adequate time to learn computer programmes. School children like to enter their answers in form of shading in OMR sheets. The syllabus is understandable, but the children have felt little bit difficult to follow a multimedia course like graphic designing, hence it is concluded that in the next updated course materials the syllabus may be modified based on their specifications. Other than this the students and school management collectively feels that SUITS programme providing skills and knowledge not only for this certification programme, also for their future academic and career development in the field of graphics designing.

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