

# SKILL DEVELOPMENT PROGRAMME ON WEB DESIGNING AMONG SCHOOL STUDENTS

Parthasarathy K<sup>1</sup>, Aswini P M<sup>2</sup>, Jayadurga R<sup>3</sup>

<sup>1</sup>*Dr.K.Parthasarathy, (Chair - School of Skill Development and Entrepreneurship), Professor and Director, Institute for Entrepreneurship and Career Development, Bharathidasan University, Khajamalai Campus, Tiruchirappalli-620023,*

<sup>2</sup>*Dr.P.M.Aswini, Managing Trustee, PASS Foundation, Madipakkam, Chennai-600091,*

<sup>3</sup>*Ms.R.Jayadurga, Research Scholar, Department of Lifelong Learning, Bharathidasan University, Khajamalai Campus, Tiruchirappalli-620023*

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## Abstract

*Skill development training is a boon to school children to develop their future career development. Through government and private organizations school children are engaged in vocational and other skill development training. The present study deals with the skill development programme called SUITS (School-University-Industry-Tie-up-Scheme) provided by IECD (Institute for Entrepreneurship and Career Development) for the children studying in 8<sup>th</sup> standard in TamilNadu and Puducherry schools. Descriptive research design was followed to carry out the research and through judgment sampling the structured questionnaires were distributed to one child from each school. The collected data were analyzed using SPSS to find the results. The major finding shows that there are no significant association between the age of the respondents and the variables which are scrutinizing the respondent's skill development training programme.*

**Keywords:** SUITS, IECD, Student's Skill development

## I. Introduction

According to NSDC (National Skill Development Corporation) and KPMG (Klynveld Peat Marwick Goerdeler) services, 2017, explained in their exclusive report of skill development training to young people, that skill education has been segmented into three sub segments in the government policies. School education, higher education and vocational education sub segments. Providing skills training in school will impetus growth of our government, increasing future income level, to achieve expected employee population in future and to engage the effective participation of private sector in providing training to them. Higher education includes the key growth for the skill development like, increasing the level of training to the age group of 15 to 25 years and to

improve the enrollment of students in higher education to provide skill development training with placement.

Vocational education training includes, increasing the skill upgradation and career opportunities to the school dropouts and job seekers, to increase the awareness of domestic employments and to maintain healthy population of employment in all the sectors. They have also recommended long term benefits not only to the students but also for their teachers to improve their quality of work life. Indian schools should develop their curriculum regarding the future job roles and provide training by assessing teachers and student's needs. It will improve the perception of skill development and change in educational policies.

IECD (Institute for Entrepreneurship and Career Development) at Bharathidasan University has established numerous vocational and skill development programmes to fill the skill gap in vocational education. It helps school children, dropouts, passed outs, housewives, college students and unemployed youth to become skilled persons and entrepreneurs through their skill development programmes. The corresponding author of this paper is the Founder cum Director of IECD and SUITS (School-University-Industry-Tie-up-Scheme) has been his brain child. SUITS are one of the important breakthroughs in IECD's development by providing skill development programmes to school children under the age group of 10 to 14. The special features of SUITS are unique curriculum to the students, differentiated learning through practical

aspects and develop intensive thinking by the students. The present study comprised of analyzing the school children from the selected schools enrolled in SUITS through IECD for web designing programme. School children in the age of 14 years are the respondents of the study.

## II. Literature Review

**Parthasarathy K et.al, (2016)**, described that, younger generation are backbone of our nation's development. Educating them in their early educational phase will mould their future. Investing skilled manpower in organizations will widen the employment opportunities. Providing short term and full term training programme in school children with technical knowledge will boost their innovation and creativity in IT (Information Technology) field. It is very important to provide vocational training to the students, through universities or other skill providers, to gain a potential growth in their specified field. Surely it will develop a common platform for IT, architecture, designing, manufacturing, etc.,

**National Sample Survey Office, (NSSO, 2015)**, reported that, primary and secondary education are the stepping stones for students' higher education and further academic and career development. Providing skill development in that period will improve their learning to advance extent. In India 60% of population belongs to the age group of 0 to 14 years, which is a very big children population than other countries in the world. Hence Indian schools have a greater opportunity than other country to emphasize the importance of vocational skills and to develop them for country's development of all the sectors in future. Skill development in India classified into 23 categories namely, preprimary, primary, middle, secondary, higher secondary, engineering & technology, agriculture, medicine & related subjects, diploma & post graduate certification to below graduate candidates, etc., Institution including Government, private with aided &

unaided and local body are also engaging vocational and formal training to the candidates.

**Green Anne E and Laura E, (2011)**, explained that in developing organizations, there is a huge demand in skilled employees, for economical and productivity welfare. Investing in employee training will personalized the employees and stabilizes their work life through diversification of skills. Fresher from colleges or universities should be handled with a supply of vocational skills in their training period for their self-development and to update their skills regarding their career role. Hence the developed nations were invested more on employee training than other countries.

Keeping the above in perspective, the authors have attempted the study on skill development programme for the school children in the field of web designing in TamilNadu and Puducherry.

## III. Problem and Objectives

1. To find out the personal profile of respondents in the study area.
2. To find out the association between the respondent's age and acquisition of student's skill development training in web designing in the study area.

## IV. Methodology

Descriptive research design is used to formulate the objectives and hypothesis of the study. Students from 8<sup>th</sup> standard are the respondents of the study area. It summarizes the variables which are scrutinizing the importance of skill development training programme. IECD offered SUITS to the school children to develop their skill development through 8 computer programmes. Among them web designing was offered to 8<sup>th</sup> standard students in 60 schools of TamilNadu and Puducherry. Purposive sampling is used to select the samples from the study area. Each student was selected through purposive

sampling. The structured questionnaire was administered with closed ended-dichotomous questions. SPSS software was used to analyze the results of the study.

**V. Findings of the Study**

**a. General Findings**

**Table-1 Cross Tabulation Showing the Distribution of Respondent’s Skill Development Training in the field of web designing under SUITS**

S.No	Self-Assessment Variables	Agree	Disagree	Frequency	Percentage
1	Constructive programmes for student’s future	60	-	60	100
2	Convenient learning materials	53	7	60	100
3	Students relished by SUITS	60	-	60	100
4	Instructor’s support to perform practical	58	2	60	100
5	Expeditious learning materials	53	7	60	100
6	Instructor’s pragmatic tutoring to pupils	58	2	60	100
7	Instructor’s concerning student’s progress	55	5	60	100
8	Adequate tutoring materials	56	4	60	100
9	Instructors conduct regular classes	56	4	60	100
10	Instructors tutoring with SUITS books	58	2	60	100
11	Easily perceivable syllabus	47	13	60	100

12	Relish to make entry in OMR sheets	56	4	60	100
13	Complex learning syllabus	23	37	60	100
14	Adequate practical timing	46	14	60	100
15	SUITS intellectualize d students	60	-	60	100

Based on the table-1, all the 60 of the respondents of the study area were agreed that SUITS programme was constructively organized for their future development, they like to learn through SUITS and the computer programmes in SUITS has provided them skills and knowledge about the web designing. 57 of the respondents were agreed that SUITS text book on web designing is easy and convenient to learn and only 7 respondents disagree the same. 58 of the respondents were agreed that their instructors (staffs) allowed them for practical learning of web designing and remaining 2 respondents disagree the same. 53 of the respondents were agreed that materials of web designing are distributed to them in time and only 7 respondents disagree the same. 58 of the respondents were agreed that their in-charge staffs have tutoring the web designing more clearly and pragmatic and only 2 respondents disagree the same. 55 of the respondents were agreed that their instructor’s concerning their further academic progress and development and only respondents disagree the same. 56 of the respondents were agreed that the resource materials provided for web designing practical and theory were sufficient for them under SUITS was complex to read, it implies that the learning materials were simple and easy to learn, only 23of the respondents agreed the same. 46 of the respondents were agreed that

the practical timing provided for SUITS was convenient and sufficient to them and only 14 of the respondents were disagree the same.

**b. Hypothesis Related findings**

**Hypothesis-1** There will be no significant association between the respondent’s age and acquisition of skills in web designing under SUITS

**Table-2 Chi Square showing the Association between the age of the respondents and Acquisition of skills in Web Designing under SUITS**

Variables		Disagree	Agree	Total	χ2 Value	Sig. (2-Sided)
<b>Convenient learning materials (Q2)</b>	Count	7	53	60	0.37	0.83
	% within Age	11.7%	88.3%	100.0%		
	% within Q2	100.0%	100.0%	100.0%		
<b>Instructor’s support to perform practical (Q4)</b>	Count	2	58	60	1.11	0.57
	% within Age	3.3%	96.7%	100.0%		
	% within Q4	100.0%	100.0%	100.0%		
<b>Expeditious learning materials (Q5)</b>	Count	7	53	60	0.18	0.91
	% within Age	11.7%	88.3%	100.0%		
	% within Q5	100.0%	100.0%	100.0%		
<b>Pragmatic tutoring (Q6)</b>	Count	2	58	60	1.31	0.519
	% within Age	3.3%	96.7%	100.0%		
	% within Q6	100.0%	100.0%	100.0%		
<b>Instructor’s concerning student’s progress (Q7)</b>	Count	5	55	60	1.93	0.38
	% within Age	8.3%	91.7%	100.0%		
	% within Q7	100.0%	100.0%	100.0%		
<b>Adequate tutoring materials (Q8)</b>	Count	4	56	60	0.48	0.78
	% within Age	6.7%	93.3%	100.0%		
	% within Q8	100.0%	100.0%	100.0%		
<b>Instructors conduct regular classes (Q9)</b>	Count	4	56	60	0.76	0.68
	% within Age	6.7%	93.3%	100.0%		
	% within Q9	100.0%	100.0%	100.0%		
<b>Instructors tutoring with SUITS books (Q10)</b>	Count	2	58	60	1.11	0.57
	% within Age	3.3%	96.7%	100.0%		
	% within Q10	100.0%	100.0%	100.0%		
<b>Easily perceivable syllabus (Q11)</b>	Count	13	47	60	1.12	0.57
	% within Age	21.7%	78.3%	100.0%		
	% within Q11	100.0%	100.0%	100.0%		
<b>Relish to make entry in OMR sheets (Q12)</b>	Count	4	56	60	2.31	0.32
	% within Age	6.7%	93.3%	100.0%		
	% within Q12	100.0%	100.0%	100.0%		
<b>Complex learning syllabus (Q13)</b>	Count	37	23	60	1.35	0.51
	% within Age	61.7%	38.3%	100.0%		
	% within Q13	100.0%	100.0%	100.0%		
<b>Adequate practical timing (Q14)</b>	Count	14	46	60	1.57	0.46
	% within Age	23.3%	76.7%	100.0%		
	% within Q14	100.0%	100.0%	100.0%		

**Note: Q1, Q3 and Q15 remains constant, hence there are no statistical output for the variables.**

Q1. Constructive programmes for student’s future

Q3. Students relished by SUITS

Q15. SUITS intellectualized students

Table-2 reports that, there are strong responses for the variables constructive programmes for the student’s future, students relished by SUITS and SUITS intellectualized students. Hence the p-value remains constant, there were no statistical data generated for the

constant value. Other than the three variables, based on the respondent’s answers has been categorized. Most of the respondent’s strongly agreed to all the positive aspects of the skill development training programme through SUITS. The significant levels of the variables are two sided

significant level, if mean value of one variable is greater or lesser than other variable, 2-sided significant level was analyzed. Due to maximum positive responses from the respondents the mean value differs from other value. 2-sided significant level provides the impact of changes or influencing variables of the respondents in the study area. Hence, it is founded that, there are no significant association is analyzed between the age of the respondents and the scrutinizing variables of skill development training through SUITS. Therefore hypothesis-1 is accepted.

Understandable. Instructors are also interested in their student's educational development, which makes the respondents learn graphical knowledge through them.

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### **VI. Conclusion**

The respondents in the study area are school children from 8<sup>th</sup> standard. The research summing that respondent shows more interest and involvement in learning web designing in SUITS. The future career development on web designing are developing Photoshop, graphics visualizing, flash designing, user interface designing, writing scripts for web oriented platforms and much more. Through SUITS programme, they can gain more practical knowledge in web designing. The syllabus of SUITS for web designing is easily perceivable and

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