



Validation On Multi -Dimension Of Naan Mudhalvan Scheme In Developing Employability Skills Among Arts And Science College Students In Coimbatore City

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Abstract: The Naan Mudhalvan Scheme, introduced by the Government of Tamil Nadu, aims to enhance the employability skills of students across the state. This study focuses on validating the multi-dimensional impact of the Naan Mudhalvan Scheme on developing employability skills among Arts and Science college students in Coimbatore city. Employability skills are crucial for bridging the gap between academic knowledge and industry demands, and this initiative aims to provide students with the necessary training in communication, technical, analytical, and leadership skills. This research utilizes both quantitative and qualitative approaches, collecting data through surveys and interviews from students and faculty involved in the scheme. The key dimensions explored include skill development in communication, problem-solving, technology adaptation, teamwork, and leadership. The study also investigates the effectiveness of workshops, internships, industry collaboration, and mentorship programs under the scheme. Findings reveal that the scheme has positively contributed to the overall employability of students, with significant improvement in technical and soft skills. However, the extent of success varies across different demographic and academic factors. This research provides insights for policymakers, educators, and stakeholders to enhance the scheme further and adapt it to evolving industry needs.

Keywords: Naan Mudhalvan Scheme, employability skills, Arts and Science colleges, Coimbatore, skill development, higher education

1.1 INTRODUCTION:

In the ever-evolving global landscape, the role of education extends beyond the traditional boundaries of imparting knowledge. Today, there is a growing recognition that education should not only equip students with theoretical understanding but also nurture practical skills essential for success in the professional realm. In this context, the Nan Mudhalvan Scheme stands as a pioneering initiative, aiming to bridge the gap between academic learning and industry demands. This project seeks to delve into the multidimensional impact of the Nan Mudhalvan Scheme, specifically focusing on its role in developing employability skills among Arts and Science college students. The Nan Mudhalvan Scheme, spearheaded by its visionary creators, is a comprehensive endeavor aimed at preparing students for the challenges of a dynamic job market. It encompasses a spectrum of activities designed to cultivate critical skills such as communication, problem-solving, teamwork, and adaptability – skills that are increasingly becoming prerequisites for success in diverse professional fields. As we embark on the journey of validating the scheme's effectiveness, it is essential to recognize the distinctive nature of Arts and Science education and how this scheme caters to the unique needs of students in these disciplines. Arts and Science colleges serve as hubs for interdisciplinary learning, where students engage with a diverse range of subjects, fostering a holistic understanding of the world. However, the challenge lies in translating this broad-based education into tangible skills that make students employable across various industries. The Nan Mudhalvan Scheme emerges as a promising solution by providing a

structured framework that addresses the specific requirements of Arts and Science students, preparing them for a seamless transition from academia to the professional world. This project aims to scrutinize and validate the impact of the Nan Mudhalvan Scheme on employability skills development through a meticulous analysis of key parameters. Our approach involves a combination of quantitative and qualitative research methodologies, allowing us to capture both the measurable outcomes and the nuanced experiences of students participating in the scheme. By focusing on communication proficiency, problem-solving acumen, interdisciplinary collaboration, and overall readiness for the professional arena, we seek to provide a comprehensive understanding of the scheme's influence.

Communication proficiency is a cornerstone of success in any professional setting. The Nan Mudhalvan Scheme recognizes this and incorporates activities that enhance students' verbal, written, and interpersonal communication skills. Through workshops, seminars, and interactive sessions, students are exposed to real-world scenarios where effective communication is paramount. By assessing the impact of these activities, we aim to gauge the scheme's contribution to improving students' ability to articulate ideas, collaborate with peers, and engage with diverse stakeholders. Problem-solving acumen is another focal point of the Nan Mudhalvan Scheme. In the rapidly evolving job market, employers seek individuals who can navigate challenges with creativity and critical thinking. The scheme introduces students to real-life problem-solving scenarios, encouraging them to apply theoretical knowledge to practical situations. Our research will delve into how these problem-solving exercises contribute to the development of analytical skills, innovation, and the ability to approach challenges with a solution-oriented mindset. Interdisciplinary collaboration is a key feature of Arts and Science education, and the Nan Mudhalvan Scheme recognizes the importance of teamwork in professional success. Through collaborative projects, internships, and industry interactions, the scheme aims to foster an environment where students from diverse academic backgrounds can work together seamlessly. Our validation process will explore the impact of these collaborative experiences on students' ability to work in interdisciplinary teams, a skill highly valued in today's workplaces. Overall readiness for the professional arena is the goal of the Nan Mudhalvan Scheme. By immersing students in a variety of experiences, including internships, industry visits, and skill-building workshops, the scheme endeavors to mold well-rounded individuals ready to face the challenges of the job market. Our research will assess the holistic impact of the scheme, examining whether students feel adequately prepared for the demands of their chosen professions. This project aims to provide a comprehensive validation of the Nan Mudhalvan Scheme in developing employability skills among Arts and Science college students. By examining communication proficiency, problem-solving acumen, interdisciplinary collaboration, and overall readiness, we hope to contribute valuable insights that can enhance the scheme's effectiveness. Ultimately, our goal is to support the continuous improvement of the Nan Mudhalvan Scheme, ensuring it remains a dynamic force in shaping the future workforce. Through this endeavor, we aspire to contribute to the ongoing dialogue on education reform and the crucial role it plays in preparing students for the challenges and opportunities of the professional world.

2.1 LITERATURE REVIEW:

G. Gowsalya and Sudarvel, S. Periyasamy (2015), The aim of the study was to study the employability skills for Arts & Science college students in Coimbatore district and to identify the level of employability skills among Arts & Science college students in Coimbatore district. To draw an outline of conceptual research for further empirical testing to predict relationships between those employability skills of Arts & Science college students. Intrapersonal skill, communication skill, computer skill and Character skills. Keeping in view the unemployment situation especially amongst the Arts & Science college students and resource constraints of the country. Analysing the expectations of the industry from the Arts & Science students, it can be suggested Arts & Science students should be involved in various kinds of activities throughout their programme. **Sanitha K K (2018)**, The study result leads to the reality that educational institutions and Universities have crucial role to play for the construction of employable graduates to serve to the nation and society as such. Multistage stratified random sampling technique is used for the study. The unit of the study is final year degree students of Government and Aided Arts and Science colleges in Kerala. Presently, with one of the highest youth populations in the world, India has rampant opportunities and challenges. One of the biggest challenges is to make this pool of talents to be employable (India Skill Report, 2016). Enhancement of employability skills of youth is the key issue India is facing. Many new initiatives have been launched by the Government to improve the employability skills of youth. This study is mainly focused to learn the influence of educational environment on enhancing or developing the employability skills of graduate students at university level. One of the important factors which influence the employability skills of graduate students is the educational environment. **Dr. A. Kavitha (2018)**, In **Early education** in India

commenced under the supervision of a guru. Initially, education was open to all and seen as one of the methods to achieve enlightenment. Both qualitative and quantitative methods will be used to find vitally the employability skills among arts and science students in colleges. The study deals the skills which are communicating, managing information, using numbers, thinking and problem solving, teamwork, personal management, demonstrating positive attitude and behaviours, being adaptable, continuous learning and working safely. The study concluded that the educators need to integrate the employability skills into courses and work more closely with the employers to complement the academic learning while to society and policy makers need to ensure that they have the right data to make decisions and the stimulate economy and foster the job creation and ensure young people have skills which employers expect and link education with business.

Dr. A. Kavitha (2018), “A degree alone is not enough. Employers are looking for more than just technical skills and knowledge of their subject. They particularly value skills such as communication, team working and International Journal of Management, Technology and Engineering, problem solving. Job applicants who can demonstrate that they have developed these skills will have a real advantage”. Education system in India comes across through various phases. Since college level education has incorporated these skills in the syllabus, this will certainly help students develop their employability skills and it will make them to create as job generators. **Dr. A. Kavitha and C. Anusuya (2019)**, There are highly educated youth in the unemployment queue - In the process of economic development, the major players are the graduates in the development of any nation. Employability skills are the very basic skills necessary for acquiring, sustaining, and pursuing the goals. The mismatch between the skills possessed by the graduates and the skills expected by the employers could be addressed as the ‘skill gap’. ‘Employability skills’ are those skills essential for receiving, keeping and being successful in a job. The number of graduates crowned by a university is not the indication of the quality of education, and then the number of crowns and gowns on the convocation day will be the number of enrolments in the job market. **G. Gowsalya, R. Preetha (2021)**, The survey for this study was conducted from January to March 2021 at Coimbatore district. The multiple regression analysis results revealed that independent factors such as listening skills, learning skills, logical skills, time management skills, creativity, computer skills, organizing thinking skills, teamwork skills, problem-solving skills, work ethics, leadership skills, management skills, and self-management skills are all positively influenced by employability skills. Implications: The study implies that the college should organize ongoing training and workshop programs to familiarize students with the current needs and market expectations of various industries. In previous research was carried out in employability skills, very limited research has been carried out in this study. **Lijuan Jiang, Zirou Chen and Chang kui Lei (2023)**, The study uses reliability and validity analysis to verify the quality of the questionnaire, takes the exploratory factor analysis to test the employability factors of college students, and employs multiple linear regression analysis to test the factors that influence employability’s improvement. The results of the research show that individual traits, social experience, and workplace training have a significant impact on college students’ employability; knowledge understanding and learning ability, self-management ability, emotional intelligence, generic skills, professional ability, and career planning capability are the important factors of the employability which college students should master. **Eve Klein and Jack Walton (2023)**, This paper focuses on the representation of recognised employability skills within liberal arts curricula. It details the use of a Students as Partners methodology to investigate the inclusion of employability skills defined by the Future Work Skills 2020 framework within a Bachelor of Arts curriculum at an Australian comprehensive university. Our findings suggest a substantial disparity in the representation of employability skills within the curriculum studied. They prompt us to question the dynamics underlying the uptake and explication of employability skills in liberal arts contexts, and implications for the design and communication of liberal arts programme designs are discussed.

3.1 OBJECTIVE:

- To Identify specific areas where the Nan Mudhalvan Scheme enhances students' communication abilities.
- To Assess students' problem-solving skills developed through the scheme's initiatives, offer actionable suggestions for refining the Nan Mudhalvan Scheme.
- To Identify any evolving trends in the impact of the Nan Mudhalvan Scheme.

4.1 METHODOLOGY:

4.1.1 Research design:

The descriptive research design was applied in the research methodology of the study work.

4.1.2 Sampling technique:

Multistage convenient sampling. In Coimbatore city there are 49 Arts and Science College.

4.1.3 Sampling size:

150 samples have been selected from 5 Arts and Science Colleges in Coimbatore.

4.1.4 Method of data collection:

Primary data: A questionnaire was used to collect the data.

Secondary data: Journals and Articles, Government websites, magazines. was used in review of literature.

4.1.5 Tools for analysis:

- Simple percentage
- Lickert scale analysis
- Rank correlation.

4.1.6 Area of study:

Coimbatore city was the area of study.

5.1 ANALYSIS:**5.1.1 Simple Percentage Analysis**

Based on the Simple Percentage Analysis we have the following findings:

Table 5.1.1.1 Showing gender of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Male	85	56.67
2	Female	65	43.33
TOTAL		150	100

(Source: Primary Data)

Table 5.1.1.1 indicates that 56.67% of respondents are male and 43.33% of respondents are female. Majority 56.67% of the respondents are Male

Table 5.1.1.2 Showing age of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	17 to 20 years	74	49.33
2	21 to 24 years	67	44.67
3	24 to 29	9	6
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.2, 49.33% is between the ages of 17 and 20, 44.67% of the students is 21 to 24 years old, and 6% is between 24 and 29. Majority 49.33% of the respondents belongs to the age group of 17 to 20 years.

Table 5.1.1.3 Showing year of study of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	1 st year	29	19.33
2	2 nd year	17	11.33
3	3 rd year	104	69.34
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.3, there are 19.33% of 1st year respondents, 11.33% 2nd year respondents, 69.34% 3rd year respondents among the total respondents. Majority 69.34% of the respondents are pursuing 3rd year.

Table 5.1.1.4 Showing field of study of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Arts	93	62
2	Science	57	38
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.4, 62% belongs to Arts stream 38% belongs to science stream among the others. Majority 62% of those surveyed are students from Arts stream.

Table 5.1.1.5 Showing college name of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Dr. S.N.S. Rajalakshmi College of Arts and Science	30	20
2	Govt Arts and Science college	30	20
3	CMS College of Science and Commerce	30	20
4	PSG college of arts and science	30	20
5	Sri Krishna Arts and Science college	30	20
TOTAL		150	100

(Source: Primary Data)

The data presented in Table 5.1.1.5 indicates that there are equal levels of participants from five colleges. There is equal level of participants from each 5 colleges.

Table 5.1.1.6 Showing type of institute of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Government Aided	30	20
2	Self- finance	90	60
3	Government	30	20
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.6, 20% of Respondents is from Government Aided college,60% is from self-finance,20% is from Government college. Majority 60% of those surveyed are in self-finance colleges.

Table 5.1.1.7 Showing source of knowledge of scheme of the respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Social media	74	49.34
2	Posters	32	21.33
3	Teachers/Professors	39	26
4	Other sources	5	3.33
TOTAL		150	100

(Source: Primary Data)

According to Table 4.1.7, 49.34% of respondents came to know about the scheme in social media,21.33% from posters,26% from Teachers/Professors and 3.33% of respondents from other sources. Majority 49.34% of those surveyed are known in social media.

**Table 5.1.1.8 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM TCS**

S.NO	PARTICULARS	NO OF RESPONDENTS	PERCENTAGE (%)
1	Aware	123	82
2	Not aware	27	18
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.8, 82% of respondents are aware of the job interviews and 18% of respondents are not aware. Majority 82% of those surveyed are aware of the job interviews from TCS.

**Table 5.1.1.9 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM MICROSOFT**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	75	50
2	Not aware	75	50
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.9, 50% of respondents are aware of the job interviews and 50% of respondents are not aware. Majority 50% of those surveyed are aware of the job interviews from MICROSOFT.

**Table 5.1.1.10 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM CISCO**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	97	64.67
2	Not aware	53	35.33
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.10, 64.67% of respondents are aware of the job interviews and 35.33% of respondents are not aware. Majority 64.67% of those surveyed are aware of the job interviews from CISCO.

**Table 5.1.1.11 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM ORACLE**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	65	43.33
2	Not aware	85	56.67
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.11, 43.33% of respondents are aware of the job interviews and 56.67% of respondents are not aware. Majority 56.67% of those surveyed are not aware of the job interviews from ORACLE.

**Table 5.1.1.12 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM SCHWING STETTER**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	84	56
2	Not aware	66	44
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.12, 56% of respondents are aware of the job interviews and 44% of respondents are not aware. Majority 56% of those surveyed are aware of the job interviews from STETTER.

**Table 5.1.1.13 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM SALESFORCE**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	74	49.33
2	Not aware	76	50.67
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.13, 49.33% of respondents are aware of the job interviews and 50.67% of respondents are not aware. Majority 50.67% of those surveyed are not aware of the job interviews from SALESFORCE

**Table 5.1.1.14 Showing awareness level of job interviews of the respondents
PROVIDED BY NAAN MUDHALVAN SCHEME FROM URBANCLAP (UC)**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	86	57.33
2	Not aware	64	42.67
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.14, 57.33% of respondents are aware of the job interviews and 42.67% of respondents are not aware. Majority 57.33% of those surveyed are aware of the job interviews from UEBANCLAP(UC).

**Table 5.1.1.15 Showing awareness level of job interviews of the respondents
FROM VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	124	82.67
2	Not Aware	26	17.33
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.15, 82.67% of respondents are aware of the job from various sectors and 17.33% of respondents are not aware. Majority 82.67% of those surveyed are aware of the job from various sectors (AUTOMOTIVE).

**Table 5.1.1.16 Showing awareness level of job sectors of the respondents
VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	63	42
2	Not Aware	87	58
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.16, 42% of respondents are aware of the job from various sectors and 58% of respondents are not aware. Majority 58% of those surveyed are not aware of the job from various sectors (IT-ITES).

**Table 5.1.1.17 Showing awareness level of job sectors of the respondents
FROM VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	104	69.33
2	Not Aware	46	30.67
TOTAL		150	100

(Source: Primary Data)

According to Table 4.1.17, 69.33% of respondents are aware of the job from various sectors and 30.67% of respondents are not aware. Majority 69.33% of those surveyed are aware of the job from various sectors (MANUFACTURING).

**Table 5.1.1.18 Showing awareness level of job sectors of the respondents
FROM VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	79	52.67
2	Not Aware	71	47.33
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.18, 52.67% of respondents are aware of the job from various sectors and 47.33% of respondents are not aware. Majority 52.67% of those surveyed are aware of the job from various sectors (BANKING, FINANCIAL SERVICES AND INSURANCE).

**Table 5.1.1.19 Showing awareness level of job sectors of the respondents
FROM VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	89	59.33
2	Not Aware	61	40.67
TOTAL		150	100

(Source: Primary Data)

According to Table 5.1.1.19, 59.33% of respondents are aware of the job from various sectors and 40.67% of respondents are not aware. Majority 59.33% of those surveyed are aware of the job from various sectors (AEROSPACE AND AVIATION).

**Table 5.1.1.20 Showing awareness level of job sectors of the respondents
FROM VARIOUS SECTORS OFFERED TO STUDENTS BY THE SCHEME**

S.NO	FACTORS	NO OF RESPONDENTS	PERCENTAGE
1	Aware	77	51.33
2	Not Aware	73	48.67
TOTAL		150	100

(Source: Primary Data)

According to Table 4.1.20, 51.33% of respondents are aware of the job from various sectors and 48.67% of respondents are not aware. Majority 51.33% of those surveyed are aware of the job from various sectors (CONSTRUCTION).

5.1.2 Likert Scale Analysis

Based on the Likert Scale Analysis we have the following findings:

- 5= Fully Aware
 - 4= Aware
 - 3= Neither Aware nor Not Aware
 - 2= Not Aware
 - 1= Fully Not Aware
-
- 5= Strongly Agree
 - 4= Agree
 - 3= Neither agree nor disagree
 - 2= Disagree
 - 1= Strongly Disagree

**Table 5.1.2.1 Showing Students Awareness Level of Interpersonal
Personal Skills in Naan Mudhalvan Scheme in Teamwork**

S.NO	FACTORS	NO OF RESPONDENTS	LIKERT SCALE(X)	TOTAL(FX)
1	Strongly Agree	106	5	530
2	Agree	18	4	72
3	Neither agree nor disagree	14	3	42
4	Disagree	8	2	16
5	Strongly Disagree	4	1	4
TOTAL		150		664

(Source: Primary Data)

$$\begin{aligned}
 \text{Likert Scale} &= \Sigma(FX) / \text{Total no of respondents} \\
 &= 664 / 150 \\
 &= 4.42
 \end{aligned}$$

Likert Scale value 4.42 is higher than the middle value (3), so the students agree with interpersonal personal skills in naan Mudhalvan scheme in teamwork.

Table 5.1.2.2 Table Showing Students Awareness Level of Interpersonal Personal Skills in Naan Mudhalvan Scheme in Decision Making

S.NO	FACTORS	NO OF RESPONDENTS	LIKERT SCALE(X)	TOTAL(FX)
1	Strongly Agree	35	5	175
2	Agree;	26	4	104
3	Neither agree nor disagree	24	3	72
4	Disagree	11	2	22
5	Strongly Disagree	54	1	54
TOTAL		150		427

(Source: Primary Data)

$$\begin{aligned}
 \text{Likert Scale} &= \Sigma(FX)/\text{Total no of respondents} \\
 &= 458/150 \\
 &= 3.05
 \end{aligned}$$

Likert Scale value 3.05 is nearer to the middle value (3), so the students neither agree nor disagree with interpersonal personal skills in naan Mudhalvan scheme in decision making.

5.1.3 Rank Correlation

Table 5.1.3.1 Table Showing Ranking of Scheme in Various Platforms

PARTICULARS	1	2	3	4	5	6	TOT	RAN
Masai	104 (6)	12 (5)	14 (4)	7 (3)	2 (2)	11 (1)	776	1
Navgurukul	8 (6)	106 (5)	17 (4)	6 (3)	12 (2)	1 (1)	689	2
Wiley edge	10 (6)	10 (5)	95 (4)	21 (3)	7 (2)	5 (1)	572	3
Gx india	9 (6)	6 (5)	16 (4)	103 (3)	12 (2)	4 (1)	485	4
Times group	3 (6)	13 (5)	4 (4)	7 (3)	108 (2)	15 (1)	351	5
Sony	14 (6)	3 (5)	2 (4)	6 (3)	9 (2)	114 (1)	257	6

(Source: Primary Data)

In the table 4.3.1, it is understood that Masai is ranked 1, Navgurukul ranked as 2, Wiley edgeranked as 3, Gx India ranked as 4, Times group ranked as 5, Sony ranked as 6. In this study majority of the respondents ranked 1 for Masai.

6.1 Findings

6.1.1 Simple Percentage Analysis

- 56.67% of the respondents are Male.
- 49.33% of the respondents belong to the age group of 17 to 20 years.
69.34% of the respondents are pursuing a 3rd year.
- 62% of those surveyed are students from Arts stream.
- 16.67 % of the respondents are students of Dr. S.N.S. Rajalakshmi College of Arts and Science. 70% of those surveyed are in self-finance colleges.
- 78% of the respondents are aware of the scheme.
49.34% of those surveyed are known in social media.
- 82% of those surveyed are aware of the job interviews from TCS.
- 50% of those surveyed are aware of the job interviews from MICROSOFT.
64.67% of those surveyed are aware of the job interviews from CISCO.
- 56.67% of those surveyed are not aware of the job interviews from ORACLE.
56% of those surveyed are aware of the job interviews from STETTER.
- 50.67% of those surveyed are not aware of the job interviews from SALESFORCE. 57.33% of those surveyed are aware of the job interviews from UEBANCLAP(UC). 82.67% of those surveyed are aware of the job from various sectors (AUTOMOTIVE). 58% of those surveyed are not aware of the job from various sectors (IT-ITES).
- 69.33% of those surveyed are aware of the job from various sectors (MANUFACTURING). 52.67% of those surveyed are aware of the job from various sectors (BANKING, FINANCIALSERVICES, AND INSURANCE).
- 59.33% of those surveyed are aware of the job from various sectors (AEROSPACE AND AVIATION).
- 51.33% of those surveyed are aware of the job from various sectors (CONSTRUCTION). 70.67% of those surveyed are aware of the job from various sectors (ELECTRONICS AND HARDWARE).
- 51.33% of those surveyed are not aware of the job from various sectors (LEATHER).
- 86% of those surveyed are aware of courses or training related to problem-solving skills by the scheme.
- 54% of those surveyed are not aware of courses or training related to problem-solving skills by the scheme.
- 74% of those surveyed are aware of courses or training related to problem-solving skills by the scheme.
- 45.33% of the respondents are assisted with communication skills.
- 73.33% of the respondents have received training/guidance from their colleges.
30.67% of the respondents rely on Online courses and tutorials.
- 68.67% of the respondents have received training in time management and organization. 81.33% of the respondents have selected “yes” for the scheme preparation of students for the current job market.
- 89.33% of the respondents have selected “yes” for the importance of communication skill in employability.
- 73.33% of the respondents have selected “yes” for the demonstration of leadership abilities in professional or academic setting.
- 71.33% of the respondents have selected “yes” for the awareness of job vacancies from naan mudhalvan scheme.
- 49.33% of the respondents have selected “Moderate” for the effectiveness of naan mudhalvan scheme in promoting civic engagement and social responsibility.
- 91.33% of the respondents have selected “yes” for the recommendation of Naan Mudhalvan scheme to other arts and science college students.

6.1.2.1 Likert Scale Analysis

AWARENESS LEVEL OF INTERPERSONAL PERSONAL SKILLS IN NAAN MUDHALVAN SCHEME

- ☐ The students agree with interpersonal personal skills in naan Mudhalvan scheme in teamwork.
- ☐ The students agree interpersonal personal skills in naan Mudhalvan scheme in dedication.
- ☐ The students neither agree nor disagree with interpersonal personal skills in naanMudhalvan scheme in creativity.
- ☐ The students neither agree nor disagree with interpersonal personal skills in naanMudhalvan scheme in decision making.
- ☐ The students neither agree nor disagree with interpersonal personal skills in naanMudhalvan scheme in global awareness.

AWARENESS LEVEL OF COMPUTER SKILLS IN NAAN MUDHALVAN SCHEME

- ☐ The students agree of computer skills (spread sheet) in Naan Mudhalvan scheme.
- ☐ The students agree with computer skills (word processing) in naan Mudhalvan scheme.
- ☐ The students agree with computer skills (internet access and use) in naan Mudhalvanscheme.
- ☐ The students neither agree nor disagree of computer skills (data base) in naan Mudhalvanscheme.
- ☐ The students neither agree nor disagree of computer skills (presentation graphics) in naan Mudhalvan scheme.

AWARENESS LEVEL OF CHARACTER SKILLS IN NAAN MUDHALVAN SCHEME

- ☐ The students neither agree nor disagree of character skills (dependability)in naanMudhalvan scheme.
- ☐ The students agree of character skills (honesty)in naan Mudhalvan scheme.
- ☐ The students agree of character skills (integrity)in naan Mudhalvan scheme.

AWARENESS LEVEL OF SKILL OFFERINGS PROVIDED BY NAAN MUDHALVANScheme

- ☐ The students agree the skill offerings (competitive exams) provided by naan Mudhalvanscheme.
- ☐ The students agree with the skill offerings (languages) provided by naan Mudhalvanscheme.
- ☐ the students agree with the skill offerings (logistics) provided by naan Mudhalvan scheme.
- ☐ The students neither agree nor disagree with the skill offerings (banking and finance) provided by naan Mudhalvan scheme.
- ☐ The students neither agree nor disagree with skill offerings (personality development) provided by naan Mudhalvan scheme.
- ☐ The students neither agree nor disagree with skill offerings (information technology) provided by naan Mudhalvan scheme.

6.1.3.1 Rank Correlation

- The majority of the respondents ranked 1 for Masai.
- Majority of the respondents ranked 1 for Workshops and seminars.

7.1 Suggestions

- There is a slight imbalance in gender representation, with more male respondents. Effortsshould be made to ensure equal participation from both genders.
- The majority of respondents are pursuing the 3rd year, indicating a good representationfrom that academic level.
- Efforts should be made to increase awareness of the scheme, particularly among studentsfrom colleges other than Dr. S.N.S. Rajalakshmi College of Arts and Science.
- Since communication skills, time management, and organization training are well-received, similar programs should be offered or expanded to cover a broader range of skills.
- Efforts should be made to address the moderate perception of the scheme's effectiveness in promoting civic engagement and social responsibility to improve its impact in these areas.
- Efforts should be made to increase awareness of job interviews provided by the scheme, especially from companies like TCS, Microsoft, and Oracle, where awareness seems low.

- Highlighting job opportunities in various sectors offered by the scheme can attract more students and increase participation.
- Promoting courses or training related to problem-solving skills and internship/mentorship programs can enhance skill development and career readiness among students.

8.1 Conclusion

Employability skills are the most essential skill required for the students which contribute more to job success and job satisfaction. Naan Mudhalvan showcases 2000+ institutes and consequent 300+ career pathways. Based on the findings, most of the respondents are aware about Naan Mudhalvan scheme and the courses, training programs, industry specific skill offerings, Career development programs etc. The students in the present generation are the most globally connected and influenced generation in history and are not limited to the local but are global as never before. So, the youngsters are satisfied with the opportunities provided to acquire skills of choice and to support the students with the means of creating sustainable livelihoods. The study concluded that it shows a positive response towards Employability skills with Naan Mudhalvan scheme, which helps in the skill development efforts in the state which can not only provide skills training but also employment to the youth to meet the growing market demand for skilled manpower and equip the students for continuous development and learning in a changing enterprise environment in India and the world.

