International Journal of Scientific Research in Computer Science, Engineering and Information Technology
© 2017 IJSRCSEIT | Volume 2 | Issue 3 | ISSN : 2456-3307

An Assessment on Skill Acquisition Amoung School Students

Dr. K. Parthasarathy, P. M. Shanmuga Priya, J. Jeny Rani Mary

[1]**Dr.K.Parthasarathy,** (Chair - School of Skill Development and Entrepreneurship), Professor & Director, Institute of Entrepreneurship and Career Development, Bharathidasan University, Khajamalai Campus, Tiruchirappalli, Tamil Nadu India
[2]**P. M. Shanmuga Priya,** Assistant Professor, Department of Civil Engineering, B.S. Abdur Rahman Cresent University (Deemed), Vandalur, Chennai, Tamil Nadu India
[3]**J. Jeny Rani Mary,** E. Pudhur, Tiruchirappalli, Tamil Nadu India

ABSTRACT

This study was operationalized to identify the skills acquisition of select schools student in Tamilnadu and Pondicherry. Objective: To find out where there is any opportunity to learn and acquire skill on computer basics in their school environment. Methodology: Descriptive study was used; data collected through scheduled questionnaire, spss were used for analyzing the data. Finding: The results show that skill acquisition in computer basic programme helps the respondents in acquisition; hence it helps the students to learn and to use their skill for academic and day to day purpose.

Keywords : Skills Acquisition, School Students, SUITS

I. INTRODUCTION

A skillful person will have a confidence, where the unskilled person will fill with skepticism. Skill acquisition is a specific form of learning. For the purposes, it will be sufficient to define learning as the representation of information in memory concerning some environmental or intellectual event. There are two types of intellectual skill or physical skill.it can be define as particular movement or action which is acquired through an enormous amount of practice and experience where an asset or object learned or acquired. Where the ability to learn, develop and control skills to perform better in certain gadget. The benefits of taking a skill acquisition are many, where a student can't have education as his only awareness, students can have many advantages if he has increase his knowledge.

The most important needed skill in this era is computer skill. Computers are used in all the environments for many purposes, and this will be going on increase in the future. Knowledge of using the computer will definitely save the time of the user, if there is any need for getting data or information from a person it will make lot of confusion and many process have to be done. Knowledge to operate the computers and how to access them effectively is a valued skill in this century. Even through if a student don't want to improve his skill in computer, he must have to learn the basic computer knowledge to save photographs and music, watch movies, play games, create art, having network with friends, manage their personal finances, and perform many other important and inessential tasks using the computer. When one who don't know the usage of the computer they will be shocked to know how easy and comfortable to use a computer.

1.1 SKILL ACQUISITION FOR SCHOOL STUDNTS

Computer skill is the knowledge and ability to use computers and the technology with no trouble. When a person has the computer skill, can he will be the comfortable working with the programs and applications in the computers. Computer skill is not a certain mechanism, where there are many core programme and applications are there. Many of us may be worried about your students who are using the computer online whether we like it or not, computer

skills are necessary for the school students. Students should learn the computer skills which will help them to succeed in school and prepare for their future.

1.1.1 Preparing Assignment

Students should learn Microsoft office so that they will know how to run a save, print, cut, copy and paste, format, bullets, tables, spell check, font format, view changes, edit, delete, undo, insert, format images, footnotes, and so on. They should also know how to use excel basics such as simple formulas, tables and charts. PowerPoint to convey their seminars in digital format.

1.1.2 Internet Research

Whatever a person is need it all valuable in the internet. Most importantly the study material. The students should have the ability to find the online sources which are a necessary skill so that they can synergy the resources. It is easy to find in the online instant of digging the books for a certain topic they can get lot of related information when they go through by the internet. Through school library login, students can access full articles and databases. To use these students should know the difference between the original and duplicate webpages.

1.1.3 Job Search

Help them write a resume and search for jobs online. Teach them how to use the state job boards, how to write a cover letter and how to submit a resume through email. Additionally, many companies require applicants to fill out an application online.

1.1.4 Banking / Bill Pay

Many people manage their accounts and pay bills online. Teach your kids how to access their savings account online and manage their passwords. Show them how to use the bill pay features offered by your bank.

1.1.5 E-mail

Students should know how to open an email account, send and receive email how to include the attachments etc., how to manage the email how to have the mail secure etc. Because the emails are used as the communicator by the organization.

1.2 RELATED STUDIES ON SKILL ACQUISITION

Bakar and Rashid (2012)., studied on employability skill acquisition among Malaysian community College students. The sample size was 325 students selected randomly. Employability skills were measured using an instrument developed by the Secretary's Commission on Achieving Necessary Skills (SCANS). Data were statistically analyzed with mean and standard deviation and the result revealed that the employability skill of community college students was moderately high. They also tested whether employability skills among students differed as a function of gender and work experience using independent t-test. The result showed that there was no significant difference in employability skills by gender or work experience.

Uchendu, Osim and Odigwe (2013)., researched on managing entrepreneurship education for economic security in universities in Cross River State. Two HYPOTHESIS were formulated to guide the study. Ex-post facto design was adopted for the study. The population was made up of all the core and general managers from the two universities. Data were collected and analyzed with Pearson Product Moment Correlation Analysis and independent t-test statistical technique at 0.05 level of significant. Result revealed that management of entrepreneurship education has a significant relationship with economic security.

Mike (2014)., explained that skill acquisition is the ability to be trained on a particular task or function. A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both. Skills can be divided into two namely: domain general skills and domain-specific skills.

Bruce (2014)., tested the most important skills to develop in employees to drive organizations growth. The rating scale showed leadership skill 62% management skill 62% interpersonal skill 53% innovation and creativity 45%, resilience 43%, technical skills 40%, sale/marketing skills 32%, client management 24% and other/none of the above 4%.

Mike (2014)., emphasized that the importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function and crime reduction. Equipping university students with different skills mean is taken corrective measures for the high level of unemployment because without skill acquisition the national goals cannot be realized hence corruption and violence will be on increase.

II. STATEMENT OF THE PROBLEM

The students are sound in knowledge but lack capacity for utilizing practical skills. The educational system followed in Tamilnadu and Pondicherry makes the

students to be memorization of concept, this has made them lack in performing practical oriented jobs. University on their part has tried to bridge this deficiency gap by reviewing their curricular and tilting towards practical oriented courses. In spite of this attempt not much has been achieved as high numbers of skilled students. It is on these bases that the problem of this study is thus: an assessment on skill acquisition among school students in Tamilnadu and Pondicherry

III. A BRIEF PROFILE ABOUT THE STUDY AREA

Tamilnadu and Pondicherry which have been located in the southern broader of the India where it is one of the most literate states in India. The rate of literacy is 80.33% in 2015, which is beyond the national average. In a survey which is conducted by the industry body assocham, Tamilnadu ranks top in Indian states with about 100% gross enrollment ratio in primary and upper primary education. There were a total of 1,28,553 children enrolled in state as on 2016, with the split up of 97,972 students in primary, 18,739 in secondary and 11,842 in higher secondary classes.

IV. METHODOLOGY

5.1 Sample

For the present study, samples were collected from 245 respondents, who have studied office automation during the academic year 2016-2017. The skill acquisition programme to school student's conducted through SUITS by IECD, operating at Bharathidasan University, Tiruchirappalli in Tamil Nadu, India. SUITS programme is in 297 schools, where 286 schools are in Tamilnadu and 11 are from Pondicherry.

5.2 Measures

The instrument we used for the study consisted of 2 sections; demographics and students assessment on skill acquisition. To measure the skills acquisition of the students we used developed instrument. The questionnaire categorized into three Career Acquisition, Opinion on SUITS, Teaching-learning method information. The significance level was 0.05.

V. OBJECTIVE OF THE STUDY

The main objective of the study was to identify the skill acquisition among school students in Tamilnadu and Pondicherry.

1. To find out the residence background affect the performance of respondents in computer skill acquisition
2. To study the level of academic qualification of parents affect the respondents achievement in skill acquisition
3. To find out the usage of the computer in residence help the respondents to improve the computation skills

VI. HYPOTHESES OF THE STUDY

1. There is no significant difference between residential background of the respondent and availability of computer system
2. There is no significant difference between parents academic background of the respondents and computer system available in their houses
3. There is no significant difference between system available in the houses of the respondents and usage of the computer system
4. There is no significant variation between gender of the respondents and their opinion about the skills acquisition in computer basic programme
5. There is no significant variation between usage of computer system and the respondents opinion about the skills acquisition in computer basic programme
6. There is no significant variation between availability of computer system and opinion about the skills acquisition in computer basic programme
7. There is no significant association between respondents residence and their an opinion about the skill acquisition in computer basic programme
8. There is no correlation between the students opinion in summative evaluation of skill acquisition on in computer basic programme in the study area

VII. ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile of The Respondents

S. No	Demographic Profile	Particulars	No. of Respondents	Percentage
1	Gender	Male	85	34.7
		Female	160	65.3
2	Standard	5^{th}	245	100.0
3	Residential	Rural	177	72.2

	Background	Urban	61	24.9
		Tribal	7	2.9
4	**Parents Educational Background**	Illiterate	39	15.9
		Upton HSC	89	36.3
		UG	74	30.2
		PG& Above	43	17.6
5	**System Availability**	Yes	133	54.3
		No	112	45.7
6	**Usage of System**	Yes	128	52.2
		No	117	47.8

The table-1, reveals that more than (60%) of the resonance are female, all of them are students in 5th standard, Most of the (72.2%) respondents are from the rural area, half of the respondent's parents are studied up to higher secondary level, (54.3%) of the respondents are having computer systems in their residence, Most of the (52.2%) of the respondents are using computer in their houses**.**

Table-2: Description of The Respondent According To The Opinion of Skill Acquisition

S.No	**Particulars**	**N**	**Mean**	**S.D**	**Rank**
Career Acquisition					
1	Through SUITS, Future Will Be Better	245	4.37	1.038	12
2	SUITS Not Enhanced My Knowledge	245	3.15	1.513	15
3	SUITS Improved My Computer Skills	245	4.51	.782	7
4	SUITS Is Helpful In Working With Computer Easily	245	4.64	.615	2
5	SUITS Helps To Master The Computer Science	245	4.44	.574	10
Opinion on SUITS					
6	Teacher Has Completing The Syllabus Periodically	245	4.73	.571	1
7	The Presentation Is Easy To Understand	245	4.60	.562	4
8	The Teaching Methodology Is Fulfilled	245	4.51	.681	7
9	Got More Exposure During Practical Session	245	4.44	.790	10
10	Examinations Of SUITS Is Very Much Satisfied	245	4.49	.693	9
Teaching-learning method3					
11	The Teacher Support During Practical Sessions	245	4.63	.638	3
12	The Ratio Is Adequate For Effective Learning	245	4.36	.759	13
13	The Assignments Helped To Learn The Subject Easily	245	4.53	.617	6
14	The Teaching-Learning Material Is Understandable	245	4.60	.650	4
15	The Allotted Duration For Practical's Is Inadequate.	245	3.68	1.210	14

The table-2 reveals that 15 Individual statements on skill acquisition, based on the individual statements mean value, the 15 statements were ranked. Seventh statement ranked first with highest mean value (4.71). The second rank is taken by two individual statements (3 and 10) with mean value (4.62).the forth fifth sixth rank is taken by the statements (11,6,4) with the mean value 4.35,4.50,4.54 consequently. the seventh rank is taken by the two individual statements (8 and 13) with the mean value 4.48, ninth tenth eleventh rank is taken by the statements(12,1,14) with the mean value 4.46,4.38,4.35 consequently, the thirteenth fourteenth and fifteenth rank taken by the statements(5,15,2) with the mean value 4.25,3.77,3.25 consequently.

Table-3: Distribution of the respondent dependent variable

S. No	Particulars	SA	A	N	DA	SDA
		%	%	%	%	%
Career Acquisition						
1	Through SUITS, Future Will Be Better	151	66	4	15	9
		61.6	26.9	1.6	6.1	3.7
2	SUITS Not Enhanced My Knowledge	48	61	2	75	59
		19.6	24.9	0.8	30.6	24.1
3	SUITS Improved My Computer Skills	153	74	11	3	4
		62.4	30.2	4.5	1.2	1.6
4	SUITS Is Helpful In Working With Computer Easily	166	76	-	-	3
		67.8	31.0	-	-	1.2
5	SUITS Helps To Master The Computer Science	118	117	10	-	-
		48.2	47.8	4.1	-	-
Opinion on SUITS						
6	Teacher Has Completing The Syllabus Periodically	182	60	3	-	-
		74.3	24.5	1.2	-	-
7	The Presentation Is Easy To Understand	155	81	9	-	-
		63.3	33	3.7	-	-
8	The Teaching Methodology Is Fulfilled	145	85	11	3	1
		59.2	34.7	4.5	1.2	0.4
9	Got More Exposure During Practical Session	135	95	7	3	5
		55.1	38.8	2.9	1.2	2.0
10	Examinations Of SUITS Is Very Much Satisfied	140	90	10	4	1
		57.1	36.7	4.1	1.6	0.4
Teaching-Learning Method						
11	The Teacher Support During Practical Sessions	168	70	-	7	-
		68.6	28.6	-	2.9	-
12	The Ratio Is Adequate For Effective Learning	118	106	15	3	3
		48.2	43.3	6.1	1.2	1.2
13	The Assignments Helped To Learn The Subject Easily	143	91	10	-	1
		58.4	37.1	4.1	-	0.4
14	The Teaching-Learning Material Is Understandable	163	69	10	2	1
		66.5	28.2	4.1	0.8	0.4
15	The Allotted Duration For Practical's Is	79	74	35	49	8
		32.	3	1	20.	3

	Inadequate.	2	0.2	4.3	0	.3
SA=Strongly Agree, A=Agree=Neutral=Disagree, SD=Strongly Disagree						

The table 3, shows that 56.3% of the respondents are strongly agrees that through SUITS, future will be better. 25.0% of the respondents are strongly agreed that SUITS not enhanced their knowledge; all of the respondent strongly agree and agree that SUITS improved their computer skills. Most of the respondents strongly agree that SUITS is helpful in working with computer easily.47.9% of the respondents strongly agree that SUITS help to master the computer science.

More than half of the respondents strongly agree that teacher has completing the syllabus periodically. Most of the respondents strongly agree that the presentation is easy to understand.56.3% of the respondent strongly agree the teaching methodology is fulfilled.43.8% of the respondent strongly agree that they got more exposure during practical session. Many of the respondents strongly agree that an examination of SUITS is very much satisfied.

More than half of the respondents strongly agree that the teacher support during practical sessions. Most of the respondents strongly agree that the ratio is adequate for effective learning. More than half of the respondents strongly agree that the assignments helped to learn the subject easily.52.1% of the respondents strongly agree that the teaching-learning material is understandable.20.8% the respondents strongly disagree that the allotted duration for practical's is inadequate.

VIII. TESTING OF HYPOTHESES

Hypothesis 1: There is no significant association between residential background of the respondent and computer system availability

Table 4: Residential Background of The Respondent and Computer System Availability

			System Availability		Total
			Yes	No	
Residential Background	Rural	Count	105	72	177
		% within Residential Background	59.3%	40.7%	100.0%
		% within System Availability	78.9%	64.3%	72.2%
	Urban	Count	22	39	61
		% within Residential Background	36.1%	63.9%	100.0%
		% within System Availability	16.5%	34.8%	24.9%
	Tribal	Count	6	1	7
		% within Residential Background	85.7%	14.3%	100.0%
		% within System Availability	4.5%	0.9%	2.9%
Total		Count	133	112	245
		% within Residential Background	54.3%	45.7%	100.0%
		% within System Availability	100.0%	100.0%	100.0%

The table-4, Chi-square showing the association among residential background of the respondents and computer system availability in the study area. This table-4 shows the residential background of the respondents and computer system availability also high; this shows that the well-educated parents know the importance and the need of the computer. Hence, the calculated value is greater than table value *(p>0.05).*

So the null hypothesis is "accepted".

Hypothesis 2: There is no association difference between parents academic background of the respondent and system available in their houses

Table 5: Parents Academic Background of The Respondent and System Available in Their Houses

			System Availability		Total
			Yes	No	
Parents Academic Background	Illiterate	Count	19	20	39
		% within PAB	48.7%	51.3%	100.0%
		% within System Availability	14.3%	17.9%	15.9%
	Up to HSC	Count	44	45	89
		% within Parents PAB	49.4%	50.6%	100.0%
		% within System Availability	33.1%	40.2%	36.3%
	UG	Count	49	25	74
		% within Parents PAB	66.2%	33.8%	100.0%
		% within System Availability	36.8%	22.3%	30.2%
	PG and Above	Count	21	22	43
		% within Parents PAB	48.8%	51.2%	100.0%
		% within System Availability	15.8%	19.6%	17.6%
Total		Count	133	112	245
		% within Parents PAB	54.3%	45.7%	100.0%
		% within System Availability	100.0%	100.0%	100.0%
PAB-Parents Academic Background,					

The table-5 shows that there is no significant association between area of living of the respondents and their opinion about acquisition skill development programme in computer basics. Hence, the calculated value is greater than table value *(p>0.05)*. **So the null hypothesis is "accepted".**

Hypothesis 3: There is no significant association between system available in the houses of the respondent and usage of the system

Table 6: System Available in The Houses of The Respondent and Usage of The System

			Usage of System in Home		Total
			Yes	No	
System Availability	Yes	Count	109	24	133
		% within System Availability	82.0%	18.0%	100.0%
		% within System Usage in Home	85.2%	20.5%	54.3%
	No	Count	19	93	112
		% within System Availability	17.0%	83.0%	100.0%
		% within System Usage in Home	14.8%	79.5%	45.7%
Total		Count	128	117	245
		% within System Availability	52.2%	47.8%	100.0%
		% within System Usage in Home	100.0%	100.0%	100.0%

The table-6shows that there is no significant association between area of living of the respondents and their opinion about acquisition skill development programme in computer basic. Hence, the calculated value is greater than table value *(p>0.05)*. **So the null hypothesis is "accepted".**

Hypothesis 4: There is no significant variance between gender of the respondent and their opinion about the skill acquisition programme

Table 7: Gender of The Respondent and Their Opinion About The Skill Acquisition Programme

		Levene's Test for Equality of Variances		T-Test For Equality Of Means			
		F	Sig.	T	Df	Sig.(2-Tailed)	Mean Difference
Career Acquisition	Equal Variances Assumed	1.568	.212	-1.047	243	.296	-.30037
	Equal Variances Not Assumed			-1.003	151.858	.317	-.30037
Opinion on SUITS	Equal Variances Assumed	4.435	.036	.278	243	.781	.08051
	Equal Variances Not Assumed			.301	212.989	.763	.08051
Teaching-Learning Method	Equal Variances Assumed	.585	.445	.516	243	.606	.15037
	Equal Variances Not Assumed			.510	166.445	.610	.15037

The table-7, reveals that **the F-value greater than .05 level, the null hypothesis 4 is "accepted" at the .05 level of significance.** There are no significant differences between area of the respondents and their opinion about the skill acquisition programme in computer basics context at .05 levels. This shows that parent's academic background are not affecting the skill acquisition of the respondents

Hypothesis 5: There is no significant variance between usage of system and the respondents opinion about the skill acquisition programme

Table 8: Usage of System and The Respondent Opinion About The Skill Acquisition Programme

		Levene's Test for Equality of Variances		T-Test For Equality Of Means			
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference
Career Development	Equal Variances Assumed	1.639	.202	.625	243	.533	.17152
	Equal Variances Not Assumed			.628	239.784	.531	.17152
Opinion on Suits	Equal Variances Assumed	3.796	.053	1.736	243	.084	.47744

	Equal Variances Not Assumed			1.705	211.810	.090	.47744
Teaching-Learning Method	**Equal Variances Assumed**	14.160	.000	2.397	243	.017	.66024
	Equal Variances Not Assumed			2.329	195.473	.021	.66024

The table-8 reveals that **the F-value greater than .05 level, the null hypothesis 4 is "accepted" at the .05 level of significance.** There are no significant differences between area of the respondents and their opinion about the skill acquisition programme in computer basics context at .05 levels. This shows that parent's

Hypothesis 6: There is no significant variation between availability of computer and opinion about the skill acquisition programme

Table 9: **Availability of Computer and Opinion About The Skill Acquisition Programme**

		Levene's Test for Equality of Variances		**T-Test For Equality Of Means**			
		f	**Sig.**	**t**	**df**	**Sig.(2-Tailed)**	**Mean Difference**
Career Development	**Equal Variances Assumed**	.012	.913	.415	243	.679	.11351
	Equal Variances Not Assumed			.414	240.080	.679	.11351
Opinion On SUITS	**Equal Variances Assumed**	.207	.650	.049	243	.961	.01349
	Equal Variances Not Assumed			.049	234.952	.961	.01349
Teaching-Learning Method	**Equal Variances Assumed**	12.644	.000	1.545	243	.124	.42735
	Equal Variances Not Assumed			1.524	211.123	.129	.42735

The table-9 reveals that **the F-value greater than .05 level, the null hypothesis 4 is "accepted" at the .05 level of significance.** There are no significant variation differences between area of the respondents and their opinion about the skill acquisition programme in computer basics at .05 levels. This shows that parent's academic backgrounds are not affecting the skill acquisition of the students.

academic backgrounds are not affecting the skill acquisition of the students.

Hypothesis 7: There is no significant difference between residence and the opinion about the skill acquisition programme

Table 10: **Residence and The Opinion About The Skill Acquisition Programme**

		Sum Of Squares	**DF**	**Mean Square**	**F**	**Sig.**
Career Development	**Between Groups**	24.929	2	12.464	2.769	.065
	Within Groups	1089.520	242	4.502		

	Total	1114.449	244			
Opinion On SUITS	**Between Groups**	10.215	2	5.107	1.103	.334
	Within Groups	1120.577	242	4.630		
	Total	1130.792	244			
Teaching-Learning Method	**Between Groups**	48.207	2	24.103	5.305	.006
	Within Groups	1099.589	242	4.544		
	Total	1147.796	244			

The table-10 reveals that, there are no significant differences between system available in the houses of the respondents and their opinion on Career Acquisition *P* value- 0.065, Opinion on SUITS *P* value- 0.334, and Teaching-Learning Method *P* value- 0.006, so the null hypothesis 3 is "accepted".

From the data analysis presented in the table 10, found that, there are no significant difference between system available in the houses of the respondents and their opinion in acquisition of basic computer skills summative evaluation. P-value of Career Acquisition, Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 7 is concluded that **"There are no significant differences between standard of the students and their opinion in summative evaluation,** since the hypothesis 7 is **"accepted".**

Hypothesis 8: There is no significant difference between parents academic background and the opinion about the skill acquisition programme

Table 11: **Parents Academic Background And The Opinion About The Skill Acquisition Programme**

		Sum Of Squares	**DF**	**Mean Square**	**F**	**Sig.**
Career Development	**Between Groups**	56.024	3	18.675	4252	.006
	Within Groups	1058.425	241	4.392		
	Total	1114.449	244			
Opinion on SUITS	**Between Groups**	64.704	3	21.568	4.876	.003
	Within Groups	1066.088	241	4.424		
	Total	1130.792	244			
Teaching-Learning Method	**Between Groups**	22.597	3	7.532	1.613	.187
	Within Groups	1125.199	241	4.669		
	Total	1147.796	244			

The table-11 reveals that, there are no significant difference between parent's academic background and the opinion about the skill acquisition programme Career Acquisition *P* value- 0.006, Opinion on SUITS *P* value- 0.003, and Teaching-Learning Method *P* value- 0.187, so the null hypothesis 3 is "accepted".

From the data analysis presented in the table 10, found that, there are no significant difference between system available in the houses of the respondents and their opinion in acquisition of basic computer skills. P-value of Career Acquisition, Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 7 is concluded that **"There are no significant differences between standard of the students and their opinion in summative evaluation,** since the hypothesis 7 is**"accepted".**

Hypothesis 9: There is no correlation between the students opinion in summative evaluation of skill acquisition on in the study area.

Table 12: Significant correlation of evaluation of skill acquisition

		Career Development	Opinion on SUITS	Teaching-Learning Method
Career Development	Pearson Correlation	1	.420**	.320**
	Sig. (2-tailed)		.000	.000
	N	245	245	245
Opinion on SUITS	Pearson Correlation	.420**	1	.558**
	Sig. (2-tailed)	.000		.000
	N	245	245	245
Teaching-Learning Method	Pearson Correlation	.320**	.558**	1
	Sig. (2-tailed)	.000	.000	
	N	245	245	245

The table-11 reveals that that the *r* values are significant at 0.01 level and the variables are significant at 0.05 levels. Hence it is revealed that there are positive correlations among the variables of evaluation of skill acquisition programme. **Hence the hypothesis is "rejected".**

IX. FINDINGS OF THE STUDY

10.1 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1) Gender: 34.7% of the respondents are male and 65.3% are female.
2) Standard: All of them are in 5th standard.
3) Residence: 72.2%of the respondents are from the rural area, 24.9% respondents are from the urban area, 2.9% respondents are from the tribal area.
4) Parent's academic background: 15.9% respondent's parents are illiterate, 36.3% respondents parents are studied up to higher secondary school, 30.2% respondents parents are studied up to UG degree and the rest 17.6%,respondents parents are studied up to PG degree.
5) System availability in students houses: 54.3% of the respondents are having system in their residence, 45.7% of the respondents are not having system in their residence.
6) Usage of the system in their houses: 52.2% of the respondents are using computer, 47.8% of the respondents are not using computers in residence.

10.2 HYPOTHESIS RELATED FINDINGS

There is no significant difference between residential background of the respondent and computer system availability

There is no significant difference between parents academic background of the respondent and system available in their houses

There is no significant difference between system available in the houses of the respondent and usage of the system

There is no significant variation between gender of the respondent and their opinion about the skill acquisition programme

There is no significant variation between usage of system and the respondent opinion about the skill acquisition programme

There is no significant variation between availability of computer and opinion about the skill acquisition

programme
There is no significant association between residence and the opinion about the skill acquisition programme
There is no correlation between the students opinion in summative evaluation of skill acquisition on in the study area.

X. CONCLUSION

On the basis of the findings, it was concluded that the level of student's skill acquisition on office automation is significantly high. Due to the importance of these skills, students have been given opportunities to acquire them, but not necessarily by developing a separate subject. Thus, we suggest that SUITS institutions should consider covering the objective of developing and enhancing students' knowledge all over India.

This study clarifies that the employability skills level of technical and vocational trainees were at the extreme level and can be improved further. People are natural resources that can force any country to a greater height if they have the skills that enable them to manipulate their technical knowledge and skills. Thus SUITS in this part drive the country in the greater heights.

XI. REFERENCES

[1]. UNESCO. (2005).Global Education Digest. Paris. Retrieved from

[2]. http://www.uis.unesco.org/template/pdf/ged/2005 / ged2005_en.pdf

[3]. U. S. Department of Labor. (1991).What work requires of schools: A SCANS report for America 2000.Secretary's Commission on Achieving Necessary Skills. Washington, DC. https://wdr.doleta.gov › scans

[4]. McLaughlin, M. A. (1995).Employability Skills Profile: What Are Employers Looking For? ED399484 1995-00-00004209804200031610O

[5]. Lafer, G. (2004) What is 'skill'? Training for discipline in the low-wage labor market. In Warhurst, C., Grugulis, I., & Keep, E. (Eds.), The Skills that Matter. Basingstoke: Palgrave

[6]. Ghulam R. Nabi. (2003). Graduate employment and underemployment: Opportunity for skill use and career experiences amongst recent business graduates. Education &Training, 45(7), 371-382. http://dx.doi.org/10.1108/00400910310499947

[7]. Brown, P., & Hesketh, A. (2004). The Mismanagement of talent. Oxford: Oxford University Press. http://dx.doi.org/10.1093/acprof:oso/9780199269532.001.0001

[8]. Omar, M. K, Bakar, A. R. & Rashid, A. M. (2012). Employability skill acquisition among Malaysian Community College students. Journal of Social sciences 8 (3) 472-478

[9]. Jayadurga.R , Aswini. P.M. & Parthsarathy. K., (2015), "Review of Organizational Behaviour in Industries", International Journal of HRM & Research (IJHRMR) – ISSN 2249-6874, Special edition, January 2015, Pg. No: 73-80.

[10]. Monika.M and Parthasarathy.K., (2015), Effectiveness of The Training Programmes on ISO Certification among Employees of the Central Railway Workshop, Tamil Nadu, International Journal of Human Resource Management and Research (IJHRMR), ISSN(P): 2249-6874; ISSN(E): 2249-7986, Special Edition, Jan 2015, pp. 113-120. www.tjprc.org

[11]. Vivekanandan.K, Aswini.P.M and Parthasarathy.K, (2015), Study on Talent Management in Reducing Occupational Stress among the Employees in Print Media, The International Journal of Business & Management, ISSN: 2321-8916, Vol. 3, Issue. 10, October 2015, pp. 60-65.