

# Role of Additional Skill Acquisition Programme (ASAP) in Life skill development of students with special reference to Tagore GHSS Skill Development Centre, Taliparamba, Kannur District, Kerala

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## Abstract

Skills help to attain the goals of individuals. Life skills promote the mental and social wellbeing. It is necessary to acquire skills in the modern world to survive in the competitive world. ASAP is a skill development programme initiated by the Govt. Kerala to reduce unemployment among the youth by providing specialized training to higher secondary and graduate level students.. The study aims to identify the role of Additional Skill Acquisition Programme in promoting the life skills of students enrolled for the programme. Sampling method is to be used for the study. 80 samples were selected and questionnaire is used for collection of primary data. The study focuses on the important life skills that are acquired by the students to identify the most imbibing skills and least acquired skills and to give suggestions based on that.

The present study will throw light on the area of role performing by the ASAP course in the life skill development of the students. Also it analyses the relation between attitude of the trainers towards the students and satisfaction level of the students on the courses.

Key words: Additional skill acquisition programme, Skill Development, Life skills.

## Introduction

Skills that help the human beings to promote mental and social wellbeing is life skills. Life skills help the students to compete for stability, wellness and success in life. Additional Skill Acquisition Programme (ASAP) is an initiative by the Government of Kerala to impart skill training to students of higher secondary and graduate level. Under ASAP, training is given to the areas such as Information Technology, Communication, industry and service sector along with imparting training in life skills, soft skills and analytical skill. It is a joint effort of General Education Department, Higher education Department and Labor & local self-governments departments of Kerala. There are 121-skill development centre's and 82 skill courses are providing under the programme. All the courses consider the skills for meeting career opportunities. The students enrolling for the course has to undergo 300 hours of training, of which 180 hours of soft and life skill sessions. Through continuous and systematic monitoring, the SDE's (Skill developments Executives) or mentors ensure acquisition of skills by the students. Here quality monitoring is a routine process and feedback is collected from students to identify the progress.

## Objectives Of the study

1. To identify the life skills acquired from training programmes provided by ASAP
2. To analyze the impact of Additional Skill Acquisition Programme on life skill development of students.

3. To identify the feedback of students about ASAP life skill training
4. To understand the relation between attitude of trainers and satisfaction level of ASAP Students

## Scope of the study

The study is conducted in Tagore GHSS Skill Development Centre, Taliparamba, focusing on the ASAP strategies for developing the skills of students in the SDC ( Skill Development Centre).The intention of the study is to assess the level of life skills acquired by the students of ASAP.

## Methodology

Sampling method is used under this method. Out of various sampling methods simple random sampling is used for selecting samples. Population of the study consists of students enrolled for ASAP under the Tagore Skill Development Centre. 80students were taken as sample and collected necessary details. Both primary and secondary data are to be used the study. For collecting primary data, questionnaire is to be prepared and distributed to the students of ASAP. . Secondary data collected from books, journals and websites. Diagrams and tables are to be used for the presentation of data. Percentage method and averages are to be used for analysis. Chi square test is used for testing of hypothesis.

## Life skills

Skill is ability or capacity acquired by an individual through a deliberate training process. World Health Organization has defined Life Skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life skills are the abilities that enable a person to translate his concerns into positive behaviors. Life skills always promote the children's to identify and challenge the realities of life. Life skills are essential for everyone. The ten core (generic) Life Skills listed by WHO are Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotions. ASAP provides a platform for the development of life skills in the children through training programmes.

## Analysis and Interpretation

For the study entitled 'Role of Additional Skill Acquisition Programme in Life skill development of students with special reference to Tagore GHSS Skill Development Centre, Taliparamba, Kannur District', 80 samples were selected from various schools undergoing ASAP, which comes under Tagore Skill Development Centre.

### 1. Age-wise classification

This table shows the age-wise classification of the respondent

Table No.1

**AGE-WISE CLASSIFICATION**

Age group	No. of Respondents	%of respondents
16-18	15	19
18-20	45	56
20-22	19	24
Above 22	1	1
Total	80	100

Source : Primary Data

It's clear from the table that majority of the respondents(56%) belongs to age group 18-20 and only 1% belongs to the age group above 22.

## 2. Opinion Regarding Influence of ASAP in life skills.

Respondents were classified as those who influenced their life skills through ASAP training or not influenced.

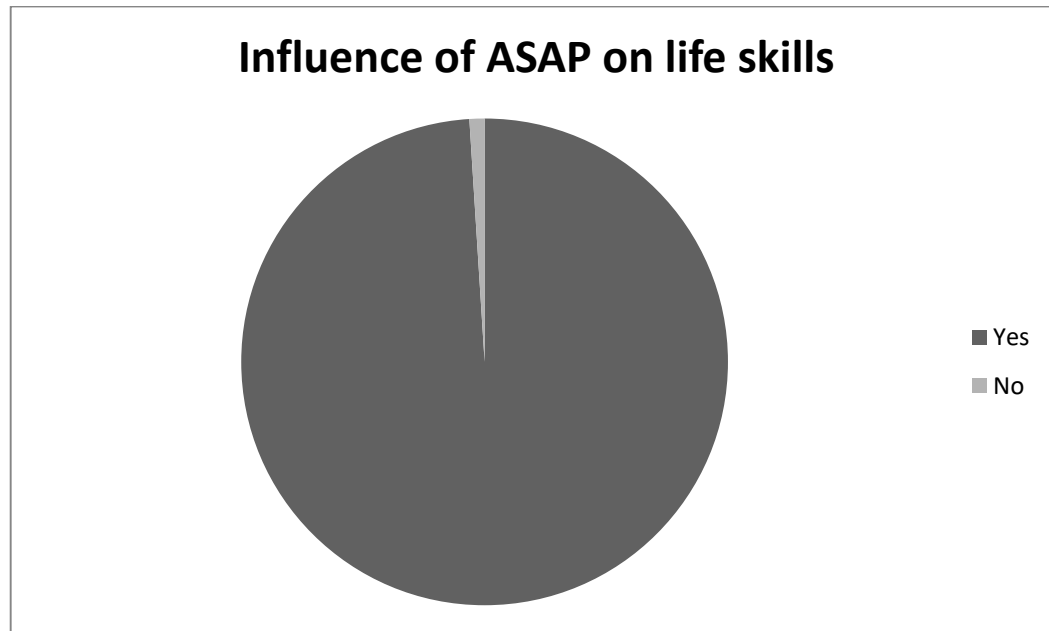
**Table No.2**  
**Opinion Regarding Influence in Life Skills**

Influence	No. of respondent	%of Respondens
Influenced in personal life	79	99
Not influenced in personal life	1	1
Total	80	100

Source :Primary data

Table No.2 shows that 99 % of the respondents had the opinion that ASAP training positively influenced their life skills.

Figure No.1



### 3. Life skills imbibed by the students

This table shows the life skills imbibed by the respondent

**Table No3**  
**LIFE SKILLS IMBIBED**

<b>LIFE SKILLS</b>	<b>NO.OF RESPONSE</b>	<b>%OF RESPONDENT</b>
Self Awareness	72	90
Empathy	35	44
Critical Thinking	48	60
Creative Thinking	66	83
Decision Making	70	88
Problem Solving	56	70
Interpersonal Skill	69	87
Effective Communication	71	89
Coping With Stress	28	38
Managing Emotions	45	56

Source: Primary data

The table shows that 90% of the respondents acquired the skill of self-awareness. 89% acquired the skill of effective communication. As such the rate of imbibing other skills by the students are , empathy 44% students, critical thinking by 60% students, creative thinking by 83%, decision making by 88%and managing emotions by 56%. The least acquired skill is the skill of coping with stress.

#### 4. Feedback on ASAP training

This table shows that the feedback of ASAP training given to the students.

**Table No4**  
**FEEDBACK ON ASAP TRAINING ON LIFE SKILLS**

Feedback	No. of respondent	%of Respondent
Excellent	53	66.00
Good	27	34.00
Average	0	0.00
Below Average	0	0.00
Poor	0	0.00
Total	80	100

Source: Primary data

The given table explains that all the students are satisfied with the training provided on life skills by ASAP. 66% of the students opined that the training sessions are excellent and 34% feels good.

#### Testing of Hypothesis

To test the association between the opinion of students regarding attitude of trainers and satisfaction on the training sessions,  $\chi^2$  test is to be used. The relevant details are given below

Satisfaction level	Attitude of trainers		
	Excellent	Good	Average
Highly satisfied	43	18	5
Satisfied	6	4	2
Dissatisfied	1	1	0

H<sub>0</sub>: There is no association between the attitude of trainers and satisfaction level of students.

H<sub>1</sub>: There is association between attitude of trainers and satisfaction level of students.

Level of significance: 0.05

Critical Region:  $\chi^2 >$

Test statistic :  $\chi^2 = \sum (O - E)^2 / E$

Computation of  $\chi^2$  value: Computed value of  $\chi^2$  is 0.504

Computed value of  $\chi^2$  is 0.504, which is less than that of table value of  $\chi^2$  of 9.49. Therefore, it is clear that we accept the null hypothesis that there is no association between attitude of trainers and satisfaction level of students of ASAP.

## Discussions

Majority of the respondents belong to the age category of 18-20 which were already enrolled for ASAP for their higher secondary and after in graduate level too. 99% of the respondents opined that ASAP training helped them to improve their life skills. Self-awareness is the life skill that imbibed by majority of the students. It is followed by effective communication, interpersonal skill and decision-making. The least acquired skill is ability to manage stress. The overall opinion regarding the feedback of training is good. All the students satisfied with training provided at different institutions. It is also cleared that there is no relation between the attitude of the students and satisfaction of students on the courses offered through ASAP.

## Suggestions and conclusion

The study entitled 'Role of Additional Skill Acquisition Programme in promoting life skills of students with special reference to Tagore GHSS Skill Development Centre, Taliparamba, Kannur District' proves that the students are satisfied with the training facility provided at training centers and they were imparted with various life skills. Proper arrangements should be made to improve the skill of managing with stress since it is less imbibed by the students under this scheme. Stress is a feeling of physical tension which affects physical as well as mental health, concentration should be given to motivate students to reduce their stress. Vocational training should be promoted to ensure skill development in all students in schools and colleges. It always helps for inclusive growth in individuals.

Life skills always help the students to face the realities of life. The main objective of education is the overall development of the individuals. ASAP paves the way for attaining the objective of the education through imparting varieties of life skills.

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