

ECONOMIC ANALYSIS OF UNDERSTANDING AND KNOWLEDGE OF THE NAAN MUTHALVAN SCHEME AMONG HIGHER EDUCATION STUDENTS IN VELLORE DISTRICT, TAMIL NADU

Dr. G. YOGANANDHAM, Professor & Head, Department of Economics, Director- Centre for Knowledge, Thiruvalluvar University (A State University) Serkkadu, Vellore District, Tamil Nadu, India- 632 115.

Abstract

The Tamil Nadu government's Naan Muthalvan Scheme empowers students and youth through skill development, entrepreneurship, and career advancement. It provides financial assistance, programs, career counseling, and networking opportunities, focusing on innovation and leadership. This study examines the level of understanding and knowledge of the Naan Muthalvan Scheme among higher education students in Vellore District, Tamil Nadu, and evaluates its economic implications. The Naan Muthalvan Scheme, aimed at fostering entrepreneurial skills and providing financial support to young innovators, is a key initiative in enhancing the economic potential of youth. Despite its significance, there is limited empirical data on how well this scheme is understood by the target demographic higher education students. Using a mixed-method approach, this research involves a quantitative survey of students across various higher education institutions in Vellore District, complemented by qualitative interviews to gain deeper insights. The survey assesses students' awareness of the scheme's objectives, benefits, application process, and perceived impact on their career aspirations. The qualitative interviews explore students' experiences and barriers in accessing or utilizing the scheme.

Preliminary findings suggest a moderate level of awareness among students, with significant gaps in detailed knowledge about the scheme's specific provisions and application procedures. Economic analysis reveals that these gaps can affect the scheme's effectiveness in fostering entrepreneurship and innovation. The study highlights the need for improved communication strategies and targeted outreach to enhance the scheme's impact on students' economic opportunities and career development. The study suggests improving information dissemination and support structures for the Naan Muthalvan Scheme, aiming to align government schemes with youth needs, promoting economic growth and innovation. This article's theme is timely, socially, politically, and economically relevant to the current situation and needs of the hour.

Keywords: Naan Muthalvan Scheme, Skill Development, Entrepreneurship, Career Advancement, Financial Support and Economic Opportunities.

The theme of the article

In recent years, the Government of Tamil Nadu has launched various initiatives aimed at enhancing educational and economic opportunities for youth across the state. One such initiative is the Naan Muthalvan Scheme, a program designed to empower students by providing them with the necessary skills, resources, and opportunities to excel in their careers and contribute effectively to the economy. This scheme reflects a growing recognition of the need to bridge the gap between education and employment, addressing both the aspirations of young individuals and the demands of a dynamic job market. Understanding the effectiveness of the Naan Muthalvan Scheme is crucial for assessing its impact on students' career readiness and economic potential. This study aims to analyze the level of awareness and knowledge of the Naan Muthalvan Scheme among higher education students in Vellore District, Tamil Nadu. By examining students' understanding of the scheme's objectives, benefits, and implementation, this analysis seeks to identify the extent to which the scheme is fulfilling its intended goals and how it might be improved.

Higher education plays a pivotal role in shaping the economic future of individuals and regions. Students' awareness and understanding of supportive schemes like Naan Muthalvan can significantly influence their career choices, employability, and overall economic contributions. An informed student body is better positioned to leverage such programs, potentially leading to increased innovation, entrepreneurship, and economic development within the district. This study will focus on students enrolled in higher education institutions in Vellore District, exploring their knowledge of the Naan Muthalvan Scheme and its perceived impact on their career prospects. It will consider factors such as the dissemination of information about the scheme, students' engagement with its resources, and the broader implications for their economic readiness. By highlighting gaps in awareness and knowledge, this study aims to provide actionable insights for policymakers and educational institutions to enhance the effectiveness of the Naan Muthalvan Scheme. Improving students' understanding of this initiative can lead to better utilization of available resources, ultimately fostering a more robust and resilient economy in Vellore District.

The Naan Muthalvan Scheme, introduced by the Tamil Nadu government, aims to empower and equip students with skills and knowledge essential for their career development and self-employment opportunities. Despite its objectives, there is a gap in understanding and awareness of this scheme among higher education students in Vellore District. This gap may hinder the effective utilization of the scheme and its potential impact on the students' economic prospects and career readiness.

The problem at hand is to analyze the extent of understanding and knowledge about the Naan Muthalvan Scheme among higher education students in Vellore District, Tamil Nadu. This analysis will focus on the economic implications of the scheme's awareness levels, including how knowledge gaps affect students' ability to leverage the scheme for personal and professional development. The study aims to identify the factors influencing students' awareness and understanding of the scheme, evaluate the economic impact of this knowledge deficit, and propose strategies to enhance the scheme's reach and effectiveness among the target demographic. The subject of the paper is pertinent to the times, socially, politically, and economically, given the situation of affairs and necessities of the era.

Objective of the article

The overall objective of the article is to assess the understanding and knowledge of the Naan Muthalvan Scheme among the students of higher Educational institutions in Vellore District of Tamil Nadu. It will evaluate students' awareness and understanding of the scheme, its objectives, benefits, and implementation, its influence on their economic opportunities, career aspirations, and entrepreneurial intentions in the study area with the help of both primary and secondary sources of information and statistical data pertaining to the theme of the article.

Methodology of the article

This is descriptive and diagnostic study based on both primary and secondary sources of information and statistical data pertaining to the theme of the article. The study aims to assess the awareness and understanding of the Naan Muthalvan scheme among higher education students and its impact on their economic opportunities and future career prospects. The study aims to analyze higher education students in Vellore District, Tamil Nadu, using stratified random sampling to ensure representation across various institutions and socio-economic backgrounds. The sample size was determined as 60 students from various college and universities. The

on general awareness, objectives, benefits, economic impact, and perceived barriers. The economic impact assessment involves a cost-benefit analysis to assess students' perceptions of the scheme and its influence on their career plans and economic opportunities. The article presents findings on awareness, understanding, and economic impact, suggests improvements based on student feedback, and ensures confidentiality and informed consent. This methodology aims to assess students' understanding of the Naan Muthalvan scheme and its impact on their economic prospects, addressing limitations like sample size and data collection challenges. Information and statistical data collected are formulated in accordance with the study's objective, and the article is written and presented in a lucid and easy-to-follow manner, in order to draw conclusions and make inferences about its theme.

Assessing Students' Awareness and Understanding of Naan Mudhalvan Scheme : Impacts on Economic Opportunities, Career Aspirations, and Entrepreneurial Intentions

Assessing students' awareness and understanding of the Naan Mudhalvan scheme, especially in terms of its impact on economic opportunities, career aspirations, and entrepreneurial intentions, involves evaluating several key aspects. The Naan Mudhalvan scheme, initiated by the Government of Tamil Nadu, aims to enhance the employability and entrepreneurial skills of students by providing vocational training, career guidance, and opportunities for skill development. The scheme focuses on bridging the gap between education and industry requirements. Assessment focuses on students' awareness and understanding of a scheme, their knowledge levels, and sources of information, including educational institutions, social media, and government websites. The scheme assesses students' perceptions of skill development and employment prospects, focusing on job market relevance and impact on their job prospects or internship opportunities.

The scheme's impact on students' career choices and aspirations is analyzed, and whether they have adjusted their goals based on the opportunities and guidance provided. The scheme has significantly contributed to the development of entrepreneurial skills among students, inspiring many to start their own ventures or explore entrepreneurship as a career path. The article has assessed the scheme's effectiveness in enhancing economic opportunities, shaping career aspirations, and fostering entrepreneurial intentions and provided recommendations for improvement.

Mudhalvan scheme influences students' economic and career outcomes and identify areas for potential improvement.

Data analysis and interpretation

The Naan Mudhalvan Scheme has the potential to significantly enhance the educational and employment prospects of arts and science students in Tamil Nadu. Continuous improvements and targeted interventions will further solidify its impact. Key variables and metrics related to educational outcomes include data on job placement, graduation rates, and academic performance. Indicators of upskilling opportunities encompass the availability and participation rates in workshops, internships, and skill development courses. Student confidence measures include self-reported levels of confidence, preparedness for employment, and satisfaction with the skills acquired. Enrollment rate variables involve tracking changes in enrollment figures before and after the introduction of the scheme.

According to the study, upskilling initiatives can boost students' employability, increase graduation rates, and enhance academic achievement. There is a possible increase in enrolment in scientific and arts courses due to the identification of popular courses and skill areas. The Naan Mudhalvan Scheme appears to be successfully bridging the skills gap between students studying arts and sciences, based on the favorable changes observed in educational outcomes and enrollment rates. A rise in student confidence indicates that the program has been successful in giving students real-world skills that are in line with what employers need. It is also possible to identify challenges like unequal access to opportunities and the requirement for more focused assistance for disadvantaged groups. To guarantee inclusion and accessibility for all students, recommendations include broadening programs to encompass a variety of industries and skill sets, conducting frequent assessments, and working with industry partners. Students in Tamil Nadu pursuing arts and sciences could have far better educational and career opportunities thanks to the Naan Mudhalvan Scheme. Its impact will be further cemented by targeted interventions and ongoing improvements. The details of Gender wise distribution of the respondents is given in table - 1.

Gender - wise distribution of the Respondents

| S.No. | Particular | Frequency | Percent |
|--------------|------------|--------------|---------------|
| 1. | Male | 41 | 68.33 |
| 2. | Female | 19 | 31.67 |
| Total | | 60.00 | 100.00 |

Sources: Primary Data

The data provided table -1, summarizes the gender distribution of a sample population, with the frequency, percentage, and cumulative percentage for each gender group. The sample size consisted of 60 individuals, with 41 males and 19 females. The gender distribution in the sample consist of 41 males make up 68.33% of the total, while 19 females make up 31.67%. More than two thirds (68.33%) of the respondents is male, which accounts for the majority of the sample's male composition. Women make up only 31.67% of the sample, which is an underrepresentation. The findings may point to a gender imbalance, which, depending on the context of the research or the respondents being sampled, may be significant. This interpretation draws attention to the sample's skewed gender distribution, which may have an impact on the findings and applicability of any gender-specific research performed using this data. Consequently, this uneven gender distribution should be taken into consideration when interpreting the results and their generalizability, as it may affect the validity and applicability of the findings in contexts where gender parity is crucial. Addressing this imbalance in future sampling efforts could help ensure a more balanced representation and enhance the robustness of gender-related inferences drawn from the data. The details of Age-wise distribution of the respondents is presented in table - 2.

Table – 2
Age-wise distribution of the respondents

| S.No. | Age-wise distribution | Frequency | Percent |
|--------------|-----------------------|--------------|---------------|
| 1. | Up to 16 | 18 | 30.00 |
| 2. | 16 - 19 | 15 | 25.00 |
| 3. | 19 - 22 | 13 | 21.67 |
| 4. | 22 -24 | 09 | 15.00 |
| | Above 24 | 05 | 8.33 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

The data you provided table - 2, represents a frequency distribution of a age-wise distribution of the respondents. The data shows that 30.00% of observations fall into Up to 16 years category, followed by 25.0% from 16-19 years , 21.67% from 19-22 years, 15.00% from 22-24 years, and the remaining 8.33% from above 24 years age groups.

The majority of the respondents (55 percent) falls within the up to 19 years of age groups, indicating that most respondents are concentrated in the lower end of the age group. The data reveals a decreasing trend with increasing intervals, with 8.33% of respondents falling into the Above 24 years age groups category, indicating a decrease in frequency. The majority of respondents fall within the Up to 16 years of age groups category, indicating a significant portion of them is clustered at the lower end of the age groups. The distribution is skewed towards the lower end of the age groups, with higher frequency in lower intervals and a gradual decrease as the age groups increases. The majority of the respondents may indicate that, depending on the context of the information, it falls within a certain age groups, which may be significant for identifying trends or guiding decision-making regarding this variable. This distribution demonstrates a concentration in the younger age groups, with the frequency gradually decreasing as the values rise. The details of Educational Status of the respondents is mentioned in table - 3.

Table – 3
Educational Status of the respondents

| S.No. | Particular | Frequency | Percent |
|--------------|---------------|--------------|---------------|
| 1. | Undergraduate | 19 | 31.67 |
| 2. | Postgraduate | 31 | 51.66 |
| 3. | Others | 10 | 16.67 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Data shown in table - 3, reveals that educational Status of the respondents in the study area. The data shows the educational levels of 60 respondents, categorized into undergraduate, postgraduate, and others. The study found that 31.67% of 19 respondents have an undergraduate degree, indicating a significant portion of them have foundational higher education. The majority of the sample, consisting of 31 respondents, have a postgraduate qualification, with a percentage of 51.66. The sample includes 10 respondents (16.67 %) with non-undergraduate education levels, indicating diversity in educational backgrounds, but comprising the smallest proportion. The details of marital status of the respondents in given in table - 4.

Table – 4
Marital Status of the respondents

| S.No. | Particular | Frequency | Percent |
|--------------|------------|--------------|---------------|
| 1. | Married | 11 | 18.33 |
| 2. | Unmarried | 49 | 81.67 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Data shown in table - 4, reveals the fact that 81.67% of the sample is unmarried suggests that a sizable section of the population is either younger or has not yet entered into marriage. Given that just 18.33% of the sample is married, it appears that marriage is less common among the respondents. The high percentage of unmarried individuals in a specific population could impact economic behavior, social dynamics, or policy needs, requiring further investigation in broader, particularly in college students. The details of monthly family income of the respondents is given in table - 5.

Table – 5
Monthly Family Income of the Respondents (in Rs.)

| S.No. | Monthly Family Income of the Respondents | Frequency | Percent |
|--------------|--|--------------|---------------|
| 1. | Up to 10,000 | 10 | 16.67 |
| 2. | 10,000 - Rs.15,000 | 25 | 41.67 |
| 3. | Rs.15,000 – 20,000 | 11 | 18.33 |
| 4. | Rs.20,000 – 25,000 | 06 | 10.00 |
| 5. | Above Rs.25,000 | 08 | 13.33 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Based on the provided data in table - 5, on monthly family income of respondents, the income distribution among respondents shows variation, with 16.67% of them earning between Rs. 10,000 - Rs.15,000 per month, 41.67% earning between Rs.15,000 -Rs. 20,000 per month, 18.33% earning between Rs. 20,000 - Rs. 25,000 per month, and the remaining only 13.33% of them earning above Rs.25,000 per month. The majority of respondents (41.67%) have a monthly family income between RS. 10,000 - Rs.15,000, likely skewed towards this range due to its highest frequency. With only 13.33% of respondents having earnings beyond Rs. 25,000, the data shows a considerable financial limitation among respondents, showing a lower to middle income distribution. With 16.67% earning up to Rs. 10,000 per month and 10% earning between Rs. 20,000 - Rs. 25,000 per month, there are large differences

opportunities, as the majority of respondents fall within this income bracket. The details of first generation graduate of family is given in table - 6.

Table - 6
First Generation Graduate of Family

| S.No. | Particular | Frequency | Percent |
|--------------|------------|--------------|---------------|
| 1. | Yes | 39 | 65.00 |
| 2. | No | 21 | 35.00 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

The data reveals in table - 6, stated that 65% of respondents answering yes and 35% saying no, resulting in a total of 60 respondents regarding first generation graduate of family. The majority of respondents (65%) indicated that this option or condition is prevalent, while 35% indicated it's less common. The data shows a positive trend in educational attainment, with 65% of respondents being first-generation graduates, indicating successful policies, increased resources, and changing attitudes towards higher education. However, 35% of respondents have different educational backgrounds. The details of kind of institution or college respondents are studying is given in table - 7.

Table – 7
The kind of institution or college respondents are studying

| S.No. | Particular | Frequency | Percent |
|--------------|---------------------------|--------------|---------------|
| 1. | Universities | 05 | 8.33 |
| 2. | Government Colleges | 26 | 43.33 |
| 3. | Government Aided Colleges | 22 | 36.67 |
| 4. | Self Finance Colleges | 07 | 11.67 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

The information in Table 7 reveals the type of college or institution that the respondents are enrolled in. Out of the total of 60 sample respondents 8.33% of respondents said they were enrolled in universities, 43.33% said they were enrolled in government colleges, 36.67% said they were enrolled in government-aided institutions, and only 11.67% said they were enrolled in self-finance colleges. Government Colleges are the most prevalent institution (43.33%), playing a strong and potentially significant role in the region's higher education landscape. The majority of higher education institutions are aided by government institutions,

prevalence of 11.67%, may be newer, less accessible, or less prevalent than government-supported institutions. Universities, while crucial in higher education, have a lower share (8.33%) compared to colleges, possibly due to their specialized or limited presence. In short, the data indicates a predominance of government and government-aided colleges, which could be reflective of funding structures, accessibility, or educational policies in the area. The details of duration of awareness of the Nann Muthalvan Scheme among respondents is given in table - 8.

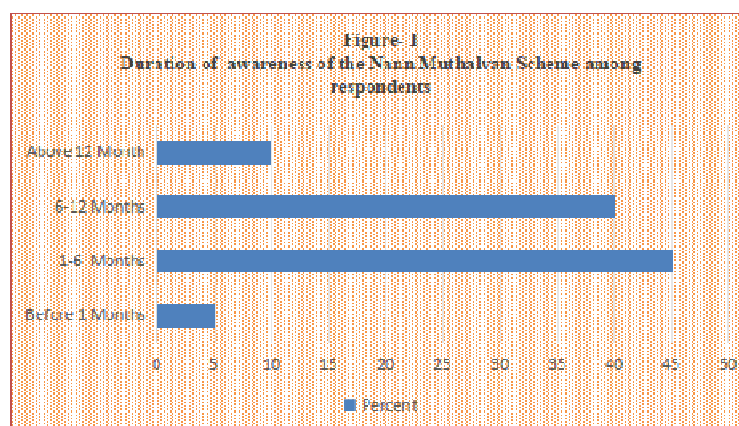
Table -8

Duration of awareness of the Nann Muthalvan Scheme among respondents

| S.No. | Particular | Frequency | Percent |
|--------------|-----------------|--------------|---------------|
| 1. | Before 1 Months | 03 | 5.00 |
| 2. | 1-6 Months | 27 | 45.00 |
| 3. | 6-12 Months | 24 | 40.00 |
| 4. | Above 12 Month | 06 | 10.00 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

The data provided in table - 8, seems to represent a frequency distribution of some event or condition across different time intervals of awareness on the Nann Muthalvan Scheme among respondents. The analysis shows a small proportion of cases/events occurred within the past month, with a percentage of 5%. The majority (45%) of the cases occurred within the 1-6 month range, suggesting a significant concentration of recent activity in this period. The data indicates that a significant proportion (40%) of cases occur within the past year, with a percentage of 40%.



The frequency of cases over 12 months is 10% occurring over a year ago, indicating that long-term occurrences are relatively infrequent. Based on this distribution, it may be inferred that most occurrences are quite recent, falling mostly between one and six months. Long-term incidents are less common. This type of

comprehending the recentness of occurrences. The details of Source of Knowledge on Nann Muthalvan Scheme among respondents is given in table - 9.

Table -9
Source of Knowledge on Nann Muthalvan Scheme among respondents

| S.No. | Particular | Frequency | Percent |
|--------------|---|--------------|---------------|
| 1. | Television/ News / Advertisements | 03 | 5.00 |
| 2. | Through Friends and Relatives | 09 | 15.00 |
| 3. | Through Magazine / News papers | 28 | 46.67 |
| 4. | Through Educational Institutions | 20 | 33.33 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

The dataset shows in table- 9, Out of the total of 60 respondents, nearly half of the respondents (46.67%) cite magazines/newspapers as their primary source of information on Nann Muthalvan Scheme . Educational institutions are a significant contributor to the learning process, with 33.33% of respondents acquiring knowledge through this method. Friends and relatives are a less common source, yet still notable at 15.%. Television/News/Advertisements is the most cited source, accounting for only 5.% of responses. Overall, traditional media (magazines/newspapers) and educational institutions are the most influential sources of information for the respondents. The details of Students opinion on Naan Muthalvan Scheme is given in table - 10.

Table - 10
Students opinion on Naan Muthalvan Scheme

| S.No. | Particular | Frequency | Percent |
|--------------|------------|--------------|---------------|
| 1. | Excellent | 11 | 18.33 |
| 2. | Good | 29 | 48.34 |
| 3. | Average | 14 | 23.33 |
| 4. | Poor | 04 | 6.67 |
| 5. | Very Poor | 02 | 3.33 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Scheme in the study area. Out of the total of 60 sample respondents, nearly half of the respondents (48.34%) rated the particular as "Good," indicating a positive overall perception. While, 18.33% of respondents rated the particular as "Excellent," indicating a high level of satisfaction or positive experience, a moderate level of satisfaction or experience was indicated by 23.33% of respondents that provided them an average assessment. A smaller percentage of respondents rated the particular as "Poor" (6.67%) or "Very Poor" (3.33%), indicating a minor group found it unsatisfactory. The majority of respondents, 66.67%, hold a positive perception of the product, indicating general satisfaction. However, 10% of respondents have a negative perception, suggesting areas for improvement. The majority of ratings fall in the "Good" and "Average" categories. Overall, the inferences point to a generally favorable view of the Naan Muthalvan Scheme among students, with clear indications of success and opportunities for further improvement to increase satisfaction levels across the board. The details of kind of Support Provided to students under the scheme is given in table - 11.

Table – 11

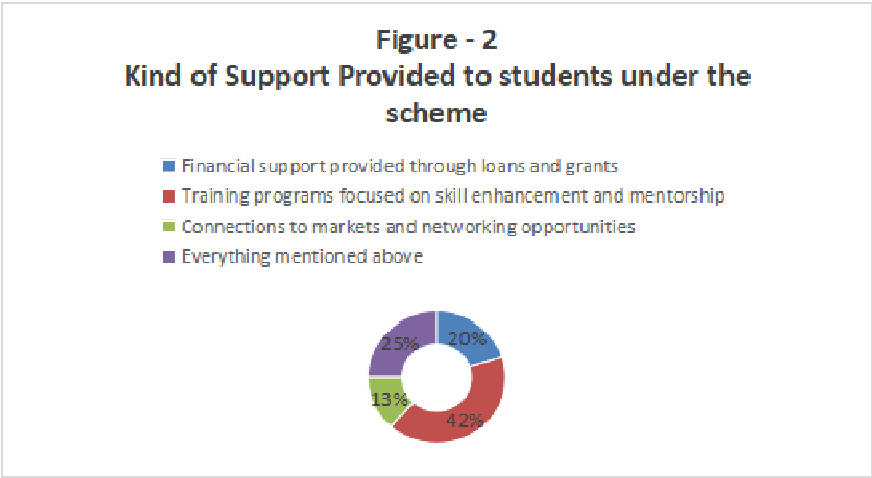
Kind of Support Provided to students under the scheme

| S.No. | Particular | Frequency | Percent |
|--------------|---|--------------|---------------|
| 1. | Financial support provided through loans and grants | 12 | 20.00 |
| 2. | Training programs focused on skill enhancement and mentorship | 25 | 41.67 |
| 3. | Connections to markets and networking opportunities | 08 | 13.33 |
| 4. | Everything mentioned above | 15 | 25.00 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Data shown in table -11, reveals that kind of Support Provided to students under the scheme in the study area. Out of the total of 60 sample respondents, Skill enhancement and mentorship are highly valued or prioritized in training programs, as indicated by 41.67% of total responses, 25% of respondents found all support mentioned valuable and possibly interconnected, indicating a significant portion of respondents find these support types valuable. While, 20% of responses mention

crucial, it is not as highly valued as training and mentorship.



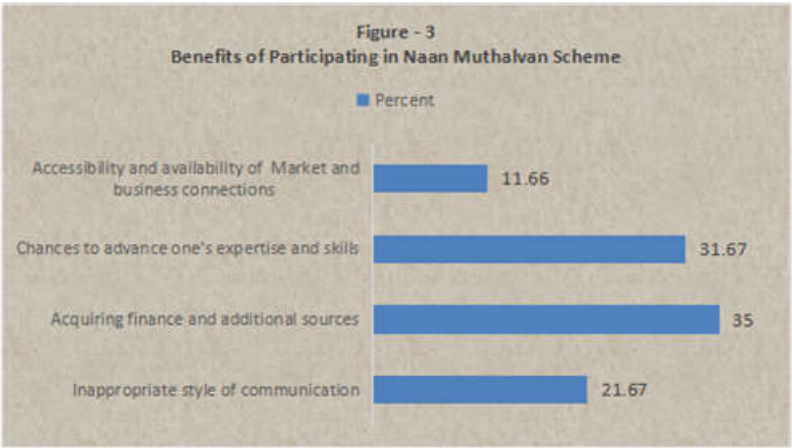
The support received the lowest percentage at 13.33%, suggesting that while it is valuable, it may be less critical than other types of support. The majority of respondents emphasize the importance of training and mentorship, followed by a holistic approach that includes all mentioned supports. Financial support is important but less prioritized, and market connections are valued the least among the options provided. The details of benefits of participating in Naan Muthalvan Scheme is given in table - 12.

Table -12
Benefits of Participating in Naan Muthalvan Scheme

| S.No. | Particular | Frequency | Percent |
|-------|---|-----------|---------|
| 1. | Inappropriate style of communication | 13 | 21.67 |
| 2. | Acquiring finance and additional sources | 21 | 35.00 |
| 3. | Chances to advance one's expertise and skills | 19 | 31.67 |
| 4. | Accessibility and availability of Market and business connections | 07 | 11.66 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Muthalvan Scheme in the study area. Out of the total of 60 sample respondents, 21.67% of respondents experience communication issues, which can hinder business operations, client relations, and team coordination, affecting overall effectiveness and growth. 35 % of them stated that acquiring finance and additional sources is a significant challenge. While, 31.67% of respondents viewed opportunities for skill development and expertise advancement as crucial for personal and professional growth, indicating a need for more training and development programs.Limited market and business connections can hinder growth opportunities and networking, despite being the least significant factor at 11.66%.



Over 60% of respondents face financial challenges and skill advancement needs, requiring increased financial support and opportunities. Communication and market connectivity also contribute to these challenges, requiring interventions focusing on financial support, skill development, and communication. The details of type of academic support gained from Naan Muthalvan Scheme is mentioned in table - 13.

Table -13
Type of Academic helps gained from Naan Muthalvan Scheme

| S.No. | Particular | Frequency | Percent |
|-------|---------------------------------------|-----------|---------|
| 1. | Directing and Guiding | 11 | 18.33 |
| 2. | Assess Learning Materials and Sources | 21 | 35.00 |
| 3. | Coaching and leading | 16 | 26.67 |
| 4. | Counseling for Careers | 12 | 20.00 |
| Total | | 60.00 | 100.00 |

Data shown in table - 13, stated that type of academic support gained from Naan Muthalvan Scheme in the study area. Out of the total of 60 sample respondents, 18.33% of respondents or participants are involved in this activity. The highest percentage (35.00%) indicates this activity is the most common or valued among the respondents. Whereas, 26.67% of the respondents or participants are engaged in coaching and leading roles and the remaining 20.00% are involved in career counseling. The majority of respondents are involved in assessing learning materials and sources, indicating a strong focus on improving educational resources. Coaching and leading are the most common activities, with guidance and leadership roles also significant. Directing and guiding are less prevalent but still significant. Career counseling is less central but still significant, suggesting an interest in career development support. The details of Naan Muthalvan Scheme's benefits for academic guidance is given in table - 14.

Table -14

Naan Muthalvan Scheme's benefits for academic guidance

| S.No. | Particular | Frequency | Percent |
|--------------|--|--------------|---------------|
| 1. | Educational accomplishment | 12 | 20.00 |
| 2. | Teacher comments | 13 | 21.67 |
| 3. | Referrals by yourself from students / family members | 16 | 26.66 |
| 4. | Everything mentioned above | 19 | 31.67 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Data shown in table - 14, explains that Naan Muthalvan Scheme's benefits for academic guidance in the study area. Out of the total of 60 sample respondents, the majority of respondents (31.67%) cited educational accomplishments, teacher comments, and referrals as their primary sources of information or influence. The second-highest percentage (26.66%) is attributed to personal referrals from students/family members, indicating a high value placed on personal networks and recommendations. Teacher feedback, with 21.67% of the category, is a significant source, though less influential than personal referrals and combined sources. The educational achievement rate, which is the least cited individual source, is still a

teacher comments, and personal referrals are significant sources of influence, with personal referrals slightly more influential than educational accomplishments alone. The details of overall opinion on Naan Muthalvan Scheme is given in table - 15.

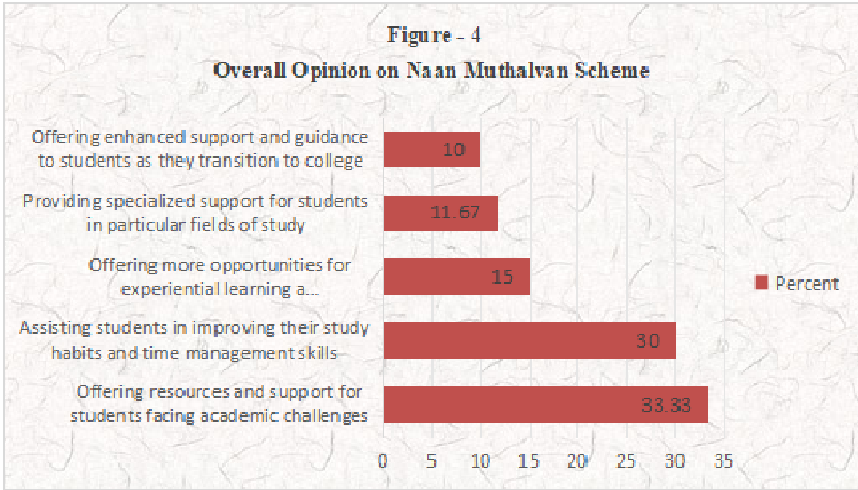
Table -15**Overall Opinion on Naan Muthalvan Scheme**

| S.No. | Particular | Frequency | Percent |
|--------------|--|------------------|----------------|
| 1. | Offering resources and support for students facing academic challenges | 20 | 33.33 |
| 2. | Assisting students in improving their study habits and time management skills | 18 | 30.00 |
| 3. | Offering more opportunities for experiential learning and practical experience | 09 | 15.00 |
| 4. | Providing specialized support for students in particular fields of study | 07 | 11.67 |
| 5. | Offering enhanced support and guidance to students as they transition to college | 06 | 10.00 |
| Total | | 60.00 | 100.00 |

Source: Primary Data

Data presented in table - 15, reveals that, overall opinion on Naan Muthalvan Scheme in the study area. Out of the total of 60 sample respondents, the majority of respondents prioritize providing resources and support to students facing academic

assistance. The study emphasizes the importance of improving study habits and time management skills for students, with 30.00% of respondents highlighting these as crucial for academic success, highlighting the importance of effective study practices. Experiential learning and practical experience are valued but less prioritized than direct academic support and skill improvement, with a percentage of 15%. Experiential learning, despite being less prioritized, emphasizes the significance of practical experience in complementing academic learning.



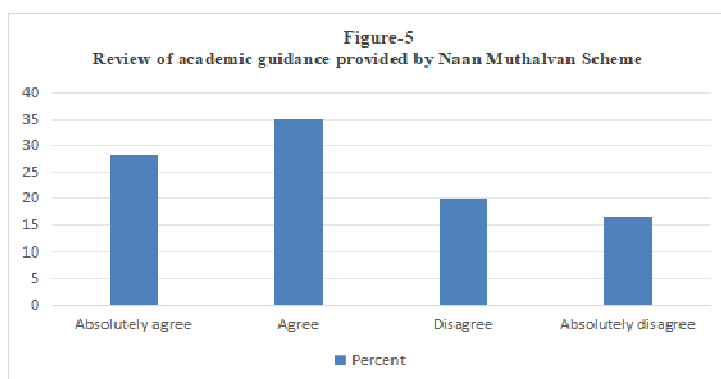
Specialized support for specific study fields is less critical than general academic support or study skills improvement, with a percentage of 11.67%. Transitional support for students in college is less frequent, with 10% of students receiving enhanced guidance, suggesting it is less immediate and less targeted than other support types. Overall, the data suggests that general academic support and study skills enhancement are seen as the most essential areas for improvement, while specialized and transitional supports, though still valued, are considered secondary priorities. The details of review of academic guidance provided by Naan Muthalvan Scheme is given in table -16.

Table -16

Review of academic guidance provided by Naan Muthalvan Scheme

| S.No. | Particular | Frequency | Percent |
|-------|---------------------|-----------|---------|
| 1. | Absolutely agree | 17 | 28.33 |
| 2. | Agree | 21 | 35.00 |
| 3. | Disagree | 12 | 20.00 |
| 4. | Absolutely disagree | 10 | 16.67 |
| Total | | 60.00 | 100.00 |

Data shown in table - 16, stated that review of academic guidance provided by Naan Muthalvan Scheme in the study area. Out of the total of 60 sample respondents, collectively, absolute agree and agree respondents make up 63.33% of the total respondents who agree. This suggests that the statement in issue is supported by the majority of responders. The 36.67% of respondents who disagree, including both disagree and absolutely disagree, indicates that a smaller portion of the population does not support the statement. The majority (63.33%) agree with the statement, while a minority (36.67%) disagree, indicating that most respondents view it favorably. The data suggests that despite the majority support for a policy or program, addressing the concerns of the dissenting group could enhance its effectiveness and overall acceptance.



Perspectives of Educationists and Experts on the Naan Mudhalvan Scheme in Tamil Nadu

The Naan Mudhalvan scheme is a significant educational initiative by the Tamil Nadu government aimed at enhancing skill development and employability among students in the state. Launched by the Chief Minister, the scheme focuses on empowering students by providing them with relevant skills, industry exposure, and career guidance, tailored to the demands of the job market. The scheme, aimed at addressing the skill gap in sectors like IT, healthcare, and electronics, is praised by educationists for its alignment with job market needs, but critics argue it may not adequately prepare students. Experts praise the scheme's structure, including training modules, career counseling, and online learning platforms. However, concerns about uniformity across urban and rural areas, including infrastructure and internet connectivity, may widen the divide.

training, while critics argue that technical skills may overshadow soft skills, critical thinking, and creativity for holistic development and career success. The scheme aims to improve employability among youth by bridging the gap between education and employment, aligning with national initiatives like Skill India. However, skepticism arises about job placement sustainability and monitoring mechanisms. The scheme aims to be inclusive, targeting students from diverse socio-economic backgrounds and addressing gender disparities. However, experts emphasize the need for targeted gender-specific skill training and women's access. The scheme's focus on industry and higher education partnerships is seen as a positive step, but concerns arise about potential commercialization of education, prioritizing job-readiness over critical thinking. Experts acknowledge strong state government policy support for the scheme's success, but concerns about long-term financial sustainability remain, particularly in ensuring consistent funding and preventing resource misuse. The Naan Mudhalvan scheme is a commendable effort by the Tamil Nadu government to enhance the skills and employability of its youth. While educationists and experts largely support its objectives, there are critical areas that require attention, including equitable implementation, curriculum balance, inclusivity, and outcome monitoring. Addressing these challenges will be key to realizing the full potential of the scheme and ensuring it contributes meaningfully to the socio-economic development of Tamil Nadu.

Assessing the Economic and Socio-Economic Impact of the Naan Muthalvan Scheme on College Student Communities in Tamil Nadu

The Naan Muthalvan Scheme, introduced by the Government of Tamil Nadu, aims to enhance the employability and entrepreneurial skills of college students through various interventions. Assessing its economic and socio-economic impact involves examining several key aspects. The scheme aims to enhance skill development and promote entrepreneurship, potentially leading to higher employability rates among graduates and the creation of new businesses. Graduates with enhanced skills can secure higher-paying jobs, increasing personal income, and potentially lead to new business ventures, fostering new revenue streams and economic activities in their communities. A skilled workforce can boost productivity and efficiency across various sectors, potentially increasing overall economic output. The scheme offers specialized training and resources to enhance learning and improve

informed decisions.

The scheme aims to promote social mobility by targeting underprivileged student demographics and reduce unemployment rates among young people through improved job prospects. Entrepreneurial ventures and skilled professionals can drive local economic growth and social empowerment, improving individuals' social status and quality of life. Special provisions for women and marginalized groups can promote gender equality and inclusivity, while equitable access to benefits for all students can help bridge socio-economic disparities. The Naan Muthalvan Scheme has the potential to make significant economic and socio-economic impacts on college student communities in Tamil Nadu. By enhancing employability, fostering entrepreneurship, and promoting social mobility, the scheme can contribute to both individual and community development. Assessing these impacts requires a comprehensive evaluation of employment outcomes, income changes, community growth, and inclusivity measures.

Conclusion

The Naan Muthalvan Scheme, introduced by the Tamil Nadu government, aims to provide financial support and career guidance to students from economically disadvantaged backgrounds. An economic analysis of understanding and knowledge of this scheme among higher education students in Vellore District can yield several insights. The analysis might reveal that a significant proportion of students in Vellore District lack adequate awareness of the Naan Muthalvan Scheme. This gap in knowledge could be linked to insufficient dissemination of information or barriers in accessing relevant details. Improving awareness through targeted campaigns and better communication channels can enhance the scheme's reach. Students who are well-informed about the scheme and utilize it effectively may experience enhanced financial stability, which in turn can lead to improved academic performance and reduced financial stress. This economic support can enable students to focus more on their studies and career development rather than worrying about financial constraints.

The study might highlight specific areas where students' understanding of the scheme is limited. For example, students may not fully grasp the eligibility criteria, application process, or benefits provided. Addressing these knowledge gaps through workshops, informational materials, and counseling services could help maximize the

could positively influence educational outcomes by reducing dropout rates and improving student retention. Students who benefit from the scheme are likely to be more motivated and less burdened by financial concerns. To enhance the effectiveness of the Naan Muthalvan Scheme, the analysis might suggest implementing more robust outreach programs, simplifying the application process, and providing regular updates about the scheme's benefits. Additionally, integrating feedback mechanisms to understand students' experiences and challenges can help in refining the scheme. The findings could inform policymakers about the need for a more comprehensive approach to educating students about available financial support schemes. This could include incorporating information about the Naan Muthalvan Scheme into academic curricula or institutional orientations. By addressing these points, the economic analysis can contribute to more effective implementation and utilization of the Naan Muthalvan Scheme, ultimately benefiting the students and improving their educational and economic prospects.

References

- ❖ Yoganandham, G., & Usha G. (2024), "Empowering Tamil Nadu'S Future: Unveiling The Naan Mudhalvan Scheme For Education and Skill Development", International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.48047/INTJECSE/V16I2.17 ISSN: 1308-5581 Vol 16, Issue 02.
- ❖ Rozario, D. R. (2024), "Impact of Naan Mudhalvan Scheme on Students Higher Education Enrollment in Karur District", State Council of Educational, Research And Training, Chennai, Tamil Nadu – 600 006
- ❖ Karthikeyan, R. (2024). SIGNIFICANCE OF EMPLOYABILITY SKILLS IN SKILL DEVELOPMENT PROGRAMMES-A REVIEW. EPRA International Journal of Economic and Business Review (JEER), 12(8), 68-70.
- ❖ Viji, N. R., & Edward, G. S. (2024). Naan Mudhalvan Scheme-A Massive Upskilling Platform for Students with Special Reference to Arts and Science College. International Research Journal on Advanced Engineering and Management (IRJAEM), 2(04), 935-938.
- ❖ Ravikumar, K., & Jeyaprabha, M. (2022). Social Welfare Schemes for Downtrodden Sections of Tamil NaduAn Analytical Study. NeuroQuantology, 20(10), 3044.

Confidence” under Nan Mudhalvan Scheme for I Year Engineering Students in Tamil Nadu. Strength for Today and Bright Hope for Tomorrow Volume 24: 6 June 2024 ISSN 1930-2940, 1, 54.

- ❖ Agrawal, T., & Agrawal, A. (2017). Vocational education and training in India: A labour perspective. *Journal of Vocational Education and Training*, 69(2). 246– 265. doi:10.1080/13636820.2017.1303785, PubMed: 1303785, Retrieved from online <https://www.tandfonline.com/doi/abs/10.1080/13636820.2017>.
- ❖ Atsu, S. A. (1989). Career guidance and occupational preferences of senior Professional College students in Calabar Municipality [MEd Thesis], University of Calabar, & Bakare, C. G. M. (1970). Vocational interest inventory. Ibadan, Nigeria: Ibadan University Press
- ❖ Bal, E. A., & Arikan, S. (2020). The impact of a career development and planning course on university students’ career adaptability levels. *Global Media Journal TR Edition Bahar 2020 Sayısı/Spring 2020 Issue*, 10(20).
- ❖ Chandna, S. (1990). Self-concept, parental influence, socioeconomic status and sex in relation to career attitudes among high school students. *Indian Educational Review*, 25(1), 135–139.
