

Upskilling And Reskilling And Its Impact Of Social Ethiquettes In Shaping The Society In Avadi Region For Arts College Students

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abstract: *The contemporary job market's evolving requirements demand a diverse skill set, posing considerable challenges for art students who have historically concentrated on creative and technical abilities within their artistic fields. While conventional art education nurtures creativity, it frequently neglects essential skills such as digital literacy, business knowledge, and technical expertise, which are vital for thriving in modern industries. This paper investigates the significance of reskilling and upskilling initiatives in improving the employability and career trajectories of art students. By providing specialized training in areas including digital tools, graphic design, animation, UX/UI design, creative content development, entrepreneurship, and marketing, these programs aim to furnish students with the comprehensive skill sets necessary for success in today's varied professional environment.*

The research delves into the incorporation of organized training modules, practical workshops, mentorship opportunities, and collaborations with industry partners, with a focus on adaptable learning formats such as online courses and virtual internships. This comprehensive strategy ensures that art students are well-equipped to explore careers beyond traditional artistic roles, encompassing freelancing, digital marketing, multimedia production, and creative technology. By bridging the gap between artistic talent and industry demands, this initiative aspires to reshape the perception of art education, promoting the notion that the fusion of creativity with contemporary technical and business skills can facilitate success in the digital economy. This paper outlines the results and potential implications of these programs, providing valuable perspectives on the future of art education in an ever-evolving professional landscape.

Keywords : 1. Art education 2. Reskilling 3. Upskilling 4. Employability 5. Digital literacy 6. Business knowledge 7. Technical expertise 8. Creative industries 9. Digital tools 10. Career development.

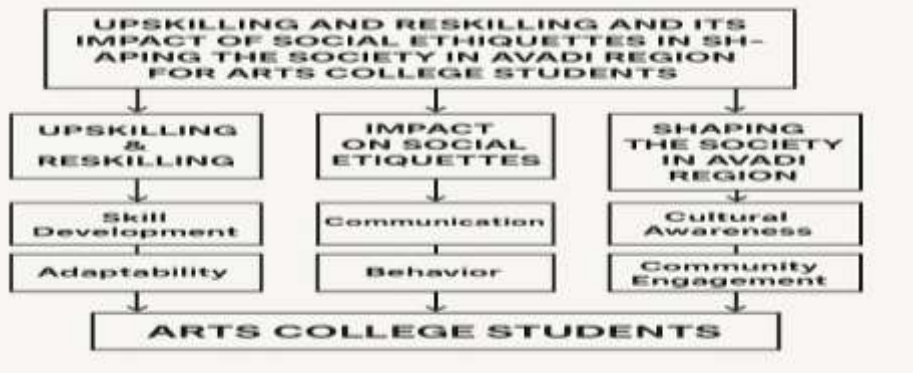
INTRODUCTION

The process of upskilling involves the acquisition of new competencies that are directly applicable to an individual's current job, whereas reskilling pertains to the development of entirely new skills that may not be related to one's present position. Both strategies are instrumental in fostering adaptability and versatility within the workplace, thereby potentially increasing the chances of career advancement. These initiatives are crucial for preparing employees with new capabilities or refining their existing skill sets to meet the changing requirements of an organization. In recent years, the importance of upskilling and reskilling has intensified, largely due to technological innovations that continually transform the workforce and the skills necessary for achieving success. Moreover, upskilling and reskilling serve as essential mechanisms for promoting professional development and progression within an organization. Reskilling emphasizes the acquisition of new skills or technologies pertinent to current roles or available positions within the organization, while upskilling focuses on enhancing the existing skills of employees to boost their efficiency and effectiveness in their current roles. A significant area of investigation is the influence of reskilling and upskilling on employee promotion within organizations. By committing resources to employee training and development, organizations can improve performance, increase job satisfaction, enhance retention rates, and lower recruitment expenses.

**OBJECTIVES OF THE STUDY
REASEARCH QUESTIONNAIRE**

1. How to analyse the upskilling and reskilling of arts students
2. How to identify the impact on social etiquette
3. How to analyse the impact of its behavior towards the society

CONCEPTUAL FRAMEWORK



RESEARCH METHODOLOGY:

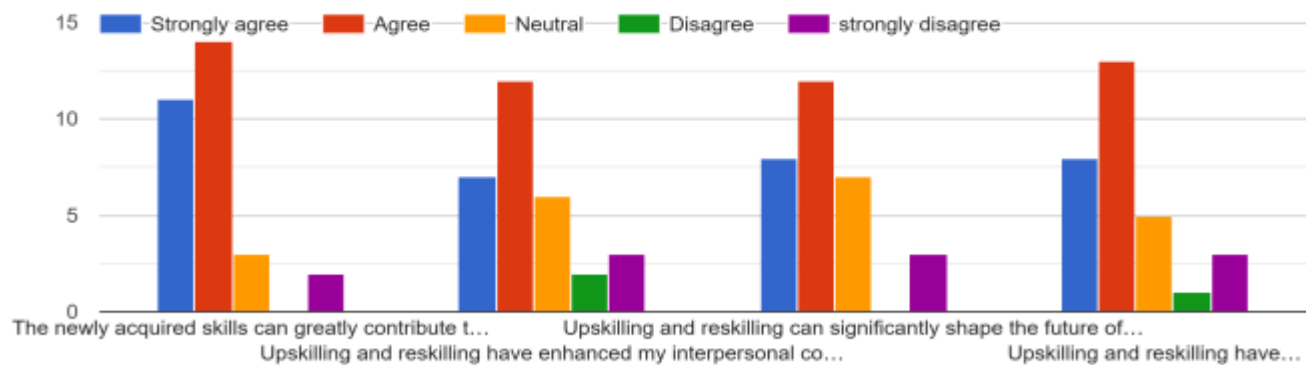
The search of knowledge through objectives and systematic method of finding solution to a problem is called research. Research methods or techniques, thus refer to the methods the researchers use in performing research operations. Research Methodology is a way to systematically solve the research problem. The sampling size of this research study is 30. The basic tools which are used to analysis and interpret for the collected data are:

- Percentage Analysis
- Chi square
- ANOVA (one way)

DESCRIPTIVE STATISTICS

PERCENTAGE ANALYSIS

To determine the proportion of respondents selecting each category, providing a clearer understanding of trends, preferences, and overall sentiment regarding the subject under study.



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	36.67	36.67	36.67
	Agree	14	45.67	45.67	83.33
	Neither disagree nor agree	3	10.00	10.00	93.33
	Disagree	0	0.0	0.00	93.3
	strongly disagree	2	6.07	6.67	100.0
	Total	30	100.0	100.0	-

From the above table it is found that 45.67% of respondents are agree with the statement that the upskilling and reskilling program as measurable impact on building their career. 36.67% of respondents shows the positive trend.

INFERENTIAL STATISTICS

CHI-SQUARE ANALYSIS

Null Hypothesis (H₀): There is no significant difference in the impact of upskilling and reskilling on cross cultural interaction across different age groups.

Alternative Hypothesis (H₁): The impact of upskilling and reskilling on cross cultural interaction varies significantly across different age groups.

TABLE 1. AGE AS A MODERATING FACTOR IN CROSS-CULTURAL INTERACTION

PARTICULARS	YES	NO	TOTAL
15-17 years	3	4	7
18-20 years	11	0	11
21-23 years	4	3	7
Above 23 years	3	2	5
TOTAL	21	9	30

TABLE 2. AGE AS A MODERATING FACTOR IN CROSS-CULTURAL INTERACTION

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.959 ^a	3	.047
Likelihood Ratio	10.800	3	.013
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	30		

Degree of Freedom = $(m-1)(n-1)$

Degree of Freedom = $(4-1)(2-1)$

Degree of Freedom = 3

p-value $0.047 < 0.05$,

so we reject the null hypothesis (H_0) at a 5% significance level.

Therefore Accept H_1 (alternative hypothesis) → Age moderates the impact of upskilling and reskilling on cross-cultural interaction.

The F-Value is 0.047 which is smaller than 0.05. Hence we reject the null hypothesis and conclude that there is a significant difference in the impact of upskilling and reskilling on cross-cultural interaction across different age groups.

ONE WAY ANALYSIS OF VARIANCE

Null Hypothesis (H_0): There is no significant difference in the perception that newly acquired skills contribute to society through volunteering and community projects across different family income levels.

Alternative Hypothesis (H_1): There is significant difference in the perception that newly acquired skills contribute to society through volunteering and community projects across different family income levels.

TABLE 1. FAMILY INCOME AND ROLE IN SHAPING VIEWS ON VOLUNTEERING AND COMMUNITY ENGAGEMENT.

PARTICULARS	STRONG LY DISAGRE E	DISAGREE	NEUTRAL	AGREE	STRONG LY AGREE	TOTAL
LESS THAN 50000	1	0	0	3	1	5
50000-100000	0	0	1	7	3	11
100001-500000	0	0	1	3	5	9
MORE THAN 500000	1	0	1	1	2	5
TOTAL	2	0	3	14	11	30

TABLE 2. FAMILY INCOME AND ROLE IN SHAPING VIEWS ON VOLUNTEERING AND COMMUNITY ENGAGEMENT

	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	3.071	3	1.024	1.091	.371
Within Groups	24.396	26	.938		
Total	27.467	29			

p-value is 0.371 greater than 0.05

Accept H_0

null hypothesis (H_0) is accepted, meaning family income does not significantly impact people's views on this matter.

The F-Value is 0.371 which is greater than 0.05. Hence, we accept the null hypothesis and conclude that there is no significant difference in the perception that newly acquired skills contribute to society through volunteering and community projects across different family income levels.

CONCLUSION

The research underscores the necessity for art students to engage in organized reskilling and upskilling initiatives to improve their career trajectories. Emphasis should be placed on the development of competencies in digital tools, entrepreneurship, marketing, and networking. Although there is a recognition of the need for upskilling, actual participation is hindered by financial limitations and the scarcity of accessible programs. Preferred learning modalities include interactive approaches such as workshops, mentorship, and online training. It is imperative for educational institutions, educators, and industry partners to collaborate in creating affordable, flexible, and relevant upskilling programs that address the existing skill gap and foster career advancement for art students.

By adopting these recommendations, institutions and organizations can effectively close the skill gap for art students, thereby facilitating their success in digital and business-focused careers. Well-structured and accessible upskilling programs will empower students to improve their employability, explore a variety of career paths, and adapt to the changing dynamics of the industry.

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