
**SKILL DEVELOPMENT OF STUDENTS FROM RURAL AREA BY ANALYZING
THEIR OPINION ABOUT VALUE & WASTE ACTIVITIES**

¹Mrs. Shubhada M. Seikdar, ²Dr. Soniya M. Borikar

Assistant Professor, Department of Science & Humanities, Sipna College of Engineering & Technology,
Amravati, Maharashtra, India¹, Assistant Professor, Department of Science & Humanities, Sipna College of
Engineering & Technology, Amravati, Maharashtra, India²

ABSTRACT

Rural development is as important as urban development. For this youth in villages should gain the ability and authority to implement change in their own lives and the lives of other people. Skills are central to improve employability for students. So, skill gap must be detected and it should be improved. Value and Waste are important concepts in the life of students. Once these concepts are fully understood, students can focus on value adding activities and eliminate waste activities to ensure desired progress in their life. The objective of this survey was to assess how students perceive the importance of any activity and its value in life. The analysis is carried out in various phases. Detail analysis of all responses was done. The questionnaire was designed to make students think and provide the response. The questions were related to topics such as Constructive activities, Destructive activities, Value, Time, Efforts and Money, Waste Activities, Ambition, Importance of Role model in life. After analysis it is observed that student's understanding the importance of any activity and its value in life is good and can be improved further (Area of improvement is there). This clearly indicates that there is a need for focused training and coaching for the Value adding activities and waste activities in life so that they can do quality work and become more motivated about learning and confident in their abilities.

Keyword : - : Value, Waste activity, Student, Time, Efforts, Money

1. INTRODUCTION

Development of student is the integration of academic learning with personal improvement and individual growth. For this student must focus on understanding values, improving skills, gaining knowledge, identifying waste activities in their life. In higher education values significantly influence the character that individual play within their learning community and ultimately influence their academic achievement [1]. It play a vital role in how one makes decisions, choices and builds perceptions and attitudes. Additionally, various studies on personal values have shown that they often guide decision making in all aspects of life such as career, religion, social circles and self-identity [2]. Investigation of influence of values on assessments made by people on their career choices is essential. Many professions related to teaching, medicine, management, IT etc are influenced by values. The results of a research study by Anana and Nique [3] has concluded that students choosing some careers are more typical, based on their values than others, and that some values are more typical of some careers than others. Thus, personal values have been taken as the main focus in the research in a variety of fields and academic disciplines [4]. The objective of this survey was to assess how students perceive the importance of any activity and its value in life.

2. MATERIAL & METHOD

2.1 Survey Questionnaire

The questionnaire (Google form) was designed to make Engineering students from villages think and provide the response.

The questions were related to 5 topics as under.

1. Constructive activities.

2. Waste
3. Value
4. Role model in life.
5. Time, efforts and money
6. Ambition

The survey included following 6 questions.

1. According to you which are the constructive activities(Value Addition) in your life.
2. Which are the destructive activities in your life? List some(Waste) activities which do not add any value in your life
3. According to you what is the meaning of the word ‘Value’?
4. Who is your Role model? why?
5. Do you think money is more important than time & efforts? Why?
6. What is your ambition? Which efforts are you putting in to achieve it?

2.2 Reference Answers

The reference answers were prepared referring to the world class Lean Six Sigma concepts which were compared with the responses received from the students.

1. The answer very close to the reference answer was rated as either 4 or 5.
2. Partially correct answers were rated as either 2 or 3.
3. The response completely different than the reference answer was rated as 0 or 1.

Following considerations / reference answers were compared with the responses provided by students and the rating was provided.

2.3 Value Adding Activities & Constructive Activities

Considerations

1. Usefulness / Utility / Importance / Significance.
2. 1st time correct.
3. Customer is willing to pay for the end product / service.
4. Positive change / transformation during the process.
5. Output is more useful than input.

2.4 Time, Efforts & Money.

Considerations

1. Time is limited resource.
2. Smart efforts within limited time = more success. (Money is one of the measures of success).
3. Everyone has same time.
4. Same time, optimum efforts, great results.
5. You get lifetime only once.

2.5 Waste

Considerations

1. Customer is not willing to pay for.
2. No change / transformation in the process.
3. 1st time incorrect / rework.
4. Input and outputs are same / output is useless.

5. No value addition.

2.6 Ambition

Considerations

1. Who?
2. Why?
3. How will you achieve it?
4. What will you achieve?
5. When?

2.7 Importance of Role Model in Life

Considerations

1. Who?
2. Why?
3. How will you be like role model?
4. What will you achieve?
5. When?

3. DATA ANALYSIS

Summary of scores

Form.No.	Average	Q 1 Score	Q 2 Score	Q 3 Score	Q 4 Score	Q 5 Score	Q 6 Score
1	2.33	2	3	3	2	3	1
2	2.92	3	4.5	1	4	1	4
3	2.17	3	0	2	3	3	2
4	2.75	2	3	2	3.5	4	2
5	2.08	3	1	2.5	2	2	2
6	2.67	3	4	2	2	3	2
7	2.17	2	1	2	3	3	2
8	1.83	2	1	2	2	3	1
9	2.75	2.5	3	2	3	3	3
10	2.92	2	4.5	2	4	3	2
11	2.17	1	4	1	2	3	2
12	2.50	2.5	3	2	2	3	2.5
13	2.17	3	1	1	2	3.5	2.5
14	2.58	2	2	2	4	3	2.5
15	3.00	4	3	1	3	4	3
16	1.83	2	2	1	1	3	2

**“TECHNOLOGY FOR SUSTAINABLE RURAL DEVELOPMENT”
NCTSRD 2021**

17	2.25	2.5	2	1	3	3	2
18	2.83	2.5	4.5	3	3	2	2
19	2.75	2.5	4	2	3	2	3
20	2.75	3	2	2	4	3	2.5
21	2.08	2	2	3	2	1	2.5
22	2.67	3	2	2	3	3	3
23	2.25	2.5	2	2	2	2	3
24	2.17	2.5	2.5	1	3	1	3
25	2.42	2.5	3	1	4	2	2
26	2.08	2.5	2	1	2	2	3
27	2.00	3	2	2	1	1	3
28	2.17	1	3	1	3	2	3
29	2.25	1.5	2	3	3	2	2
30	1.92	3	1	1	2	2	2.5
31	2.17	3	1	1	3	2	3
32	1.83	2	4	1	2	1	1
33	2.17	4	3	1	3	1	1
34	1.83	2.5	1	1	3	1	2.5
35	2.42	4	2	2	3	1	2.5
36	2.08	3	2	2.5	2	1	2
37	2.50	4	3	1	3	1	3
38	1.58	3.5	0	1	1	1	3
39	3.08	3	4	2	4	3	2.5
40	2.25	2	1	2	2	3	3.5
41	2.17	1	2	1	3	2	4
42	2.00	1	2	1	3	2	3
43	1.83	1	1	1	3	3	2
44	2.83	3	4	1	3	3	3
45	2.50	1	2	2	3	4	3
	2.33	2.47	2.36	1.64	2.70	2.32	2.47

	5.00	5	5	5	5	5	5
--	------	---	---	---	---	---	---

3.1 Testing of Hypothesis

H_0 : There is no significant difference between the score related to the question on waste activity and score related to the question on Values.

H_1 : There is significant difference between the score related to the question on waste activity and score related to the question on Values.

For testing this we construct the 2x2 contingency table as follows:

Table

Waste	Score ≥ 3	Score <3	Total
Value			
Score ≥ 3	2	2	4
Score <3	16	25	41
Total	18	27	45

We obtain χ^2 calculated as follows

$$\chi^2_{\text{calculated}} = \frac{N(ad-bc)^2}{(a+b)(a+c)(b+d)(c+d)}$$

$$\chi^2_{\text{calculated}} = \frac{45(32-50)^2}{4 \times 18 \times 27 \times 41}$$

$$\chi^2_{\text{calculated}} = 0.1829$$

For 5% level of significance and for 1 degree of freedom

$$\chi^2_{\text{tabulated}} = 3.841$$

This clearly implies that

$$\chi^2_{\text{calculated}} < \chi^2_{\text{tabulated}}$$

And therefore we have to accept H_0

So there is no significant difference between the score related to the question on waste activity and score related to the question on Values.

CONCLUSION

Based on the data analysis, following may be interpreted.

1. There are students who scored 4 or 5 (out of 5) marks for some questions. Such responses indicate that there are some students in the group who already are aware of importance of value adding activities and waste activities in life. Such students are assets for the college and may be identified, recognized and motivated further to form “quality circle” like forums and share their knowledge with other students. Chances of such students being successful in future are more. Such students are generally very less.

2. There are students who scored 2 or 3 (out of 5) marks for some questions. Such students are fall in the category of average students who are dependent on the right guidance at right time and generally need to be motivated to take initiatives for self-study. Such students are generally more in numbers (Majority).

3. There are students who scored 0 or 1 (out of 5) marks for some questions. Such students need to be interviewed to identify the reasons for such low scores. Chances of such students failing in the exams and (eventually in life) are more. Extra attention and focus need to be given to such students to help them improve. Such students are generally very less.

The realization of value can offer assistance in organizing the learning process by explaining and understanding students' reactions to various situations and tailoring and evaluating the learning experience.

The average score @2.5 out of 5 indicates that student's understanding the importance of any activity and its value in life is 50% good and can be improved further (Area of improvement = 50%). As students are integral part of the village i.e society and constant transformation of society in terms of culture, economics and politics, value and value systems is necessary, which clearly indicates there is a need for focused training and coaching for the subject “Value adding activities and waste activities in life”. Accordingly, if the personal values deal with the behavior of a person, learning may also have influenced by personal values.

REFERENCES

1. Kelum A.A. Gamage, D.M.S.C.P.K.Dehiddeniya, Sakunthala Y. Ekanayake,”The Role of Personal Values in Learning Approches and Student Achievements”. Behavioral Sciences, 2021,11,102.
2. Sagiv, L.; Roccas, S.; Ciesciuch, J.; Schwartz, S.H. Personal values in human life. Nat. Hum. Behav. 2017, 1, 630–639.
3. Anana, E.S.; Nique, W.M. Personal values in relation to graduate career choices. Int. J. Public Sect. Manag. 2010, 23, 158–168.
4. Matthews, B.; Lietz, P.; Darmawan, I.G.N. Values and learning approaches of students at an international university. Soc. Psychol. Educ. 2007, 10, 247–275.
5. Halstead, J.M.; Tylor, M.J. The Development of Values, Attitudes and Personal Qualities: A Review of Recent Research; National Foundation for Educational Research: Slough, UK, 2000; Available online: <https://www.nfer.ac.uk/publications/91009/91009.pdf>(accessed on 14 July 2021).
6. <https://www.rolls-royce.com/~media/Files/R/Rolls-Royce/documents/sustainability/value-chain-competitiveness/3-vcc-how-to-understand-value-and-waste.pdf>
7. <https://www.spica.com/blog/7-wastes-of-lean>.
8. Daniela, P.; Marius, B.; Andreea-Ramona, L.; Oana-Alina, B. Personal Values and the Professional or Academic Performance in the Engineering Professions. Procedia Soc. Behav. Sci. 2013, 83, 743–747.
9. Branson, C.M.; Baig, S.; Begum, B. Personal values of principals and their manifestation in student behaviour: A district-level study in Pakistan. Educ. Manag. Adm. Leadersh. 2015, 43, 107–128.
10. Fundamental of Mathematical Statistics, S. C.Gupta,V.K. Kapoor, Sultan Chand & Sons.June 2002.