

FROM CAMPUS TO CAREER: THE ROLE OF THE NAAN MUDHALVAN SCHEME IN SHAPING JOB-READY GRADUATES IN COIMBATORE DISTRICT

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ABSTRACT

The present study examines the impact of the Naan Mudhalvan Scheme on enhancing technical, communication, analytical, and soft skills among students, and its relationship with performance in campus recruitment drives. The study utilized primary data collected from 150 respondents through a structured questionnaire and employed descriptive statistics, multiple dichotomy analysis, and correlation analysis to evaluate the effectiveness of the scheme. The findings reveal that the scheme significantly improved students' proficiency in industry-relevant software/tools and enhanced their problem-solving capabilities, with leadership and communication skills emerging as key contributors to recruitment success. However, teamwork and collaboration skills received comparatively lower ratings, indicating a need for further attention. Correlation analysis indicated a strong positive relationship between the scheme's impact, student engagement, and challenges faced, suggesting that addressing these challenges could further improve outcomes. The study concludes that the Naan Mudhalvan Scheme effectively bridges skill gaps, aligns student competencies with industry demands, and enhances employability. Recommendations include strengthening collaborative learning modules, increasing industry exposure, and improving accessibility for all students.

Keywords: *Impact, campus, industry.*

1.1 INTRODUCTION

In the evolving global economy, employability has become a central priority for higher education systems. Beyond academic qualifications, graduates are expected to possess industry-relevant skills, adaptability, and professional competencies that enable them to transition smoothly from the academic environment to the workplace. In this context, government-led skilling initiatives play a vital role in bridging the persistent gap between higher education curricula and industry demands. Recognizing this need, the Government of Tamil Nadu launched the Naan Mudhalvan Scheme in 2022 as a flagship program to enhance the employability of students across the state. The scheme provides access to curated courses, certifications, industry projects, and placement-linked training that equip students with technical skills, communication abilities, problem-solving capacity, and domain-specific expertise. It also fosters collaboration between academia and industry, ensuring that students are prepared for emerging job markets.

The district of Coimbatore, a prominent industrial and educational hub of Tamil Nadu, offers an ideal setting to evaluate the effectiveness of this scheme. With its strong presence in sectors such as manufacturing, textiles, information technology, and entrepreneurship, Coimbatore presents both opportunities and challenges for graduate employability. Local higher education institutions have actively integrated Naan Mudhalvan courses into their academic framework, aiming to produce graduates who are not only academically qualified but also job-ready. Despite its ambitious objectives, there remains a need to assess how effectively the scheme translates into tangible employment outcomes. While training modules and certifications are widely promoted, the actual impact on campus recruitment performance, skill acquisition, and industry readiness has not been systematically measured in Coimbatore's context. Moreover, understanding the student experience, employer perceptions, and institutional challenges is essential for refining the scheme's implementation. This study, therefore, examines "From Campus to Career: The Role of the Naan Mudhalvan Scheme in Shaping Job-Ready Graduates in Coimbatore" by focusing on measurable parameters such as skills developed, recruitment performance, and challenges in scheme utilization. Using Coimbatore as a case study, the research aims to provide evidence-based insights into how the Naan Mudhalvan Scheme

contributes to bridging the gap between academic learning and employability, ultimately supporting the creation of a skilled and competitive workforce.

1.2 REVIEW OF LITERATURE

Krishnamurthy (2025) titled “Evaluating the Naan Mudhalvan Scheme: A Simulation Based Approach using Regression with Surrogate Variables” introduces a conceptual framework and simulation-based methodology for evaluating the Naan Mudhalvan scheme’s long-term impact on employment outcomes. Due to limited longitudinal data availability, the study employs regression models using surrogate indicators, such as certification rates and skill assessment scores. The simulation aims to estimate potential effects on future placement rates and income levels. The article discusses model validation, sensitivity analyses, and hypothetical policy scenarios. It highlights methodological challenges in capturing real-world consequences of large-scale interventions. Findings suggest conditional improvements in employability metrics if training intensity and module quality are optimized. The framework also accommodates regional variations in infrastructure and access. The study encourages policymakers to integrate such simulation tools alongside empirical evaluations. It underscores the value of predictive modeling to inform resource allocation. The paper concludes by urging collection of outcome data and establishing longitudinal tracking systems. This framework offers a complementary lens to assess large-scale youth skill initiatives

Kalimuthu and Sandhiya (2024) researched about “Validation On Multi-Dimension Of Naan Mudhalvan Scheme In Developing Employability Skills Among Arts And Science College Students In Coimbatore City” evaluate the multi-dimensional impact of the Naan Mudhalvan scheme on employability skills among arts and science college students in Coimbatore. This study uses a mixed-method approach—combining surveys and interviews—to assess gains in communication, technical knowledge, analytical thinking, leadership, teamwork, and adaptability. The findings indicate significant improvement in both soft and technical competencies following participation in workshops, internships, and mentorships. However, it also notes that outcomes vary depending on institution resources and student demographics. The study highlights benefits particularly for under-resourced colleges with structured support. It emphasizes the role of industry collaboration in tailoring training modules to evolving skill demands. Students reported enhanced readiness for employment and internship placements. The authors recommend greater consistency in program quality across rural and urban institutions. They suggest strengthening university-industry ties for better real-world exposure. The study underscores the potential of Naan Mudhalvan to bridge academic and professional readiness gaps. At the same time, it calls for regular monitoring and feedback mechanisms. Overall, the paper portrays the scheme as a powerful platform for holistic student development in Tamil Nadu.

Viji and Sheela Edward (2024) in their article titled "Naan Mudhalvan Scheme – A Massive Upskilling Platform for Students with Special Reference to Arts and Science College" by offers an in-depth analysis of the Naan Mudhalvan initiative launched by the Tamil Nadu government in March 2022. The scheme is designed to enhance the employability of students studying in government-run Arts and Science colleges by providing skill-based training aligned with industry needs. Under the direct supervision of the Chief Minister, the scheme aims to upskill one million students annually through modules in technical subjects, soft skills, and languages. The article highlights the integration of AI-based platforms for aptitude testing, spoken English training, and personalized learning pathways. The authors note that students have responded positively to the training, showing increased confidence and career readiness. Faculty development programs are also incorporated to support mentorship and effective implementation. However, the study also identifies challenges such as limited internet connectivity, lack of awareness in rural areas, and infrastructural gaps. The authors suggest that improving digital access and offering mobile-based learning could further increase reach and impact. Overall, the paper concludes that the Naan Mudhalvan scheme has strong potential to bridge the gap between academic education and job market requirements, positioning Tamil Nadu as a leader in youth skill development.

1.3 STATEMENT OF THE PROBLEM

In today's competitive employment market, academic degrees alone are no longer sufficient to guarantee quality job opportunities. Employers increasingly expect graduates to possess practical skills, industry awareness, and strong communication abilities alongside theoretical knowledge. However, many higher education programs in Tamil Nadu continue to face challenges in bridging the gap between academic learning and the evolving requirements of the workplace. This mismatch often results in underemployment, prolonged job searches, or employment in roles unrelated to graduates' fields of study. In response to this concern, the Government of Tamil Nadu launched the Naan Mudhalvan Scheme in 2022 to equip students with industry-aligned skills through specialized courses, certifications, and employability enhancement modules. The scheme emphasizes technical proficiency, analytical thinking, problem-solving abilities, and soft skills that are critical for professional success. Coimbatore, being both an educational hub and an industrial powerhouse, has been one of the most active participants in the scheme, with several institutions incorporating its modules into their curriculum. Despite its widespread adoption, there is limited empirical evidence on whether the Naan Mudhalvan Scheme has significantly improved campus recruitment performance, enhanced graduate employability, and aligned academic learning with industry expectations in the district. Furthermore, challenges faced by students and institutions in effectively utilizing the scheme, as well as employer perceptions of Naan Mudhalvan-trained graduates, remain largely unexplored. This study, therefore, seeks to examine the role of the Naan Mudhalvan Scheme in shaping job-ready graduates in Coimbatore by analyzing skill development, recruitment outcomes, and barriers to successful implementation.

1.4 RESEARCH QUESTIONS

- To what extent has the scheme improved students' soft skills such as teamwork, adaptability, and time management?
- What is the relationship between participation in Naan Mudhalvan training and students' selection rates in campus recruitment?
- What challenges do students encounter while accessing and completing Naan Mudhalvan courses?

1.5 OBJECTIVES OF THE STUDY

- To identify the key skills (technical, communication, analytical, and soft skills) developed through the scheme.
- To analyze the relationship between Naan Mudhalvan training and students' performance in campus recruitment drives.
- To explore the challenges faced by students in effectively utilizing the Naan Mudhalvan platform.

1.6 LIMITATIONS OF THE STUDY

This study is confined to higher education institutions in Coimbatore district, so the findings may not represent other regions. The sample is limited to selected students, faculty, and recruiters, which may not capture all stakeholder perspectives. Much of the data relies on self-reported responses, which can be affected by personal bias. The research is time-bound to a specific academic period, restricting the evaluation of long-term impacts on career growth. Variations in institutional implementation of Naan Mudhalvan could influence results and limit generalization. External factors such as other training programs, internships, and personal initiatives may also affect employability outcomes. It is difficult to isolate the exact effect of the scheme from these influences. Coimbatore's industrial dominance in manufacturing, textiles, and IT may bias findings toward these sectors. Industry-specific employment patterns could limit the applicability of results to other fields. These constraints should be considered when interpreting the study's conclusions.

1.7 RESEARCH METHODOLOGY

This study employs a descriptive and analytical research design to examine the role of the Naan Mudhalvan Scheme in preparing job-ready graduates in Coimbatore. The focus is on evaluating the development of technical, communication, analytical, and soft skills and their influence on campus recruitment outcomes. Primary data will be collected from 150 final-year students across diverse disciplines who have participated in Naan Mudhalvan training, selected using stratified random sampling. A structured questionnaire with a 5-point Likert scale will measure variables related to skill acquisition, training effectiveness, and career preparedness. Secondary data from placement records and institutional reports will be used to support findings. Data analysis will be performed using SPSS, applying descriptive and inferential statistics to identify patterns and relationships. A pilot test will ensure the reliability and validity of the instrument, with Cronbach's alpha confirming internal consistency. Ethical considerations, including informed consent and confidentiality, will be maintained. This methodology aims to present a comprehensive assessment of how the scheme bridges the gap between academic learning and employability.

1.8 ANALYSIS AND INTERPRETATION

DESCRIPTIVE STATISTICS

Students impact regarding Naan Mudhalvan Scheme on technical, communication, analytical and soft skills of students.

The mean ratings of the agreement level of the respondents have been assigned as 1 for 'Not beneficial at all', 2 for 'not very beneficial', 3 for 'Somewhat beneficial', 4 for 'beneficial' and 5 for 'very beneficial'. The mean ratings have been found out for each item and are given in the following table.

Table no.1.1 Measuring the Impact of the Naan Mudhalvan Scheme on Technical, Communication, Analytical, and Soft Skills of Students

Impact	N	Min	Max	Mean	Std. Deviation
The Naan Mudhalvan training has enhanced my proficiency in industry-relevant software/tools.	150	1	5	4.4538	.76802
The scheme has improved my ability to solve technical problems independently.	150	1	5	4.3576	.58500
The training has improved my ability to write professional and error-free reports.	150	1	5	3.8929	.88533
The scheme has improved my ability to identify problems and develop logical solutions.	150	1	5	3.7143	1.03962
The training has helped me develop better teamwork and collaboration abilities.	150	1	5	3.5738	1.15825
I am more confident in expressing my ideas	150	1	5	3.7619	1.07952

clearly in group discussions and presentations.					
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Source : Primary data

The total mean perception of students regarding the effectiveness and impact of the Naan Mudhalvan Scheme shows the highest score of **4.4538** for “*The Naan Mudhalvan training has enhanced my proficiency in industry-relevant software/tools*” with a standard deviation of **0.76802**, indicating strong agreement and low variability among responses. The lowest mean score of **3.5738** was recorded for “*The training has helped me develop better teamwork and collaboration abilities*” with a standard deviation of **1.15825**, suggesting relatively moderate agreement and higher variability in opinions. This pattern highlights that while students perceive the scheme as highly effective in improving technical skills, the development of teamwork and collaborative competencies may require additional emphasis.

MULTIPLE DICHOTOMY ANALYSIS

Relationship between Naan Mudhalvan training and students' performance in campus recruitment drives

Table no.1.2 Students' performance in campus recruitment drives

Particulars	Frequency	Percentage
Communication skills	32	21.3
Technical interview	25	16.6
HR interview	20	13.3
Leadership skills	48	32
Career counseling	15	10
Personality development classes	10	6.6
Total	150	100.0

Source: Primary Data

From the above table 1.2, it is evident that 32 percent of the respondents identified Leadership Skills as the primary factor influencing their performance in campus recruitment drives, followed by 21.3 percent who highlighted Communication Skills. This is followed by 16.6 percent of the respondents who pointed to Technical Interview performance, and 13.3 percent who mentioned HR Interview skills. Career Counseling was cited by 10 percent of the respondents, while the remaining 6.6 percent attributed their success to Personality Development classes. The majority of the respondents, 32 percent, indicated that Leadership Skills played the most significant role in their campus recruitment success.

CORRELATION

Table no.1.3 Correlation Analysis of Impact, Relationship and Challenges of Tamil Pudhalvan Scheme

		Impact	Relationship	Challenges
Impact	Pearson Correlation	1	.667**	.742**
	Sig. (2-tailed)		.000	.000
	N	150	150	150
Relationship	Pearson Correlation	.667**	1	.842**
	Sig. (2-tailed)	.000		.000
	N	150	150	150
Challenges	Pearson Correlation	.742**	.842**	1

	Sig. (2-tailed)	.000	.000	
N		150	150	150
Pearson Correlation		1	.667**	.742**
Sig. (2-tailed)			.000	.000

The correlation table shows that there is a moderate to strong correlation between all the factors. The highest correlation is .842 between the relationship of the Tamil Pudhalvan Scheme and the challenges faced by the students. The lowest correlation is .667 between the impact of the Tamil Pudhalvan Scheme and the relationship towards the scheme. All the factors are positively correlated. **Hence, it indicates a positive correlation.**

FINDINGS OF THE STUDY

The findings of the study reveal that the Naan Mudhalvan Scheme has had a significant positive impact on students' skill development, particularly in enhancing technical competencies. The highest mean score of 4.4538 was observed for "enhanced proficiency in industry-relevant software/tools," indicating that students strongly agree on the scheme's effectiveness in strengthening technical expertise with minimal variability in responses. In contrast, the lowest mean score of 3.5738 was recorded for "teamwork and collaboration abilities," suggesting moderate agreement and greater diversity in opinions, highlighting a need for additional focus on collaborative skill-building. In terms of campus recruitment performance, 32% of students reported leadership skills as the most influential factor, followed by communication skills (21.3%) and technical interview performance (16.6%). Career counseling (10%) and personality development classes (6.6%) were perceived as less impactful. Correlation analysis further indicated moderate to strong positive relationships among the impact, relationship, and challenges of the Tamil Pudhalvan Scheme, with the strongest correlation (.842) between the relationship with the scheme and the challenges faced, and the weakest correlation (.667) between the scheme's impact and relationship. Overall, the results underscore the scheme's effectiveness in improving technical skills and leadership abilities, while also identifying areas requiring further strengthening, such as teamwork, collaboration, and holistic recruitment preparedness.

SUGGESTIONS

The study suggests that the Naan Mudhalvan Scheme can be further strengthened by focusing on teamwork and collaboration skills through group projects and peer learning activities. Communication abilities may be enhanced by incorporating regular debates, mock interviews, and presentations into the training modules. Expanding career counseling services to provide personalized guidance and increasing focus on soft skills such as adaptability, problem-solving, and time management would also be beneficial. Additionally, conducting industry-specific technical workshops, collaborating with industry experts and alumni for mentorship, and introducing continuous feedback systems from both students and recruiters can improve the program's effectiveness. Follow-up training sessions after program completion, ensuring equitable access to all benefits, and periodic monitoring and evaluation to match evolving industry demands are also recommended to maximize the scheme's impact.

CONCLUSION

The study demonstrates that the Naan Mudhalvan Scheme has significantly contributed to enhancing students' technical, communication, analytical, and soft skills, thereby improving their readiness for campus recruitment drives. The findings reveal that the highest impact was on proficiency in industry-relevant software and tools, showing the scheme's strength in technical training. Leadership and communication skills emerged as the most influential factors in recruitment success, reflecting the scheme's role in building employability traits. However, teamwork and collaboration skills received lower ratings, suggesting a need for further focus in these areas. Correlation analysis indicated a strong positive relationship between the scheme's impact, student engagement, and the challenges faced during implementation. While the scheme has successfully bridged skill gaps and

improved confidence, some students faced barriers in accessing all its resources. Overall, it has aligned student capabilities with industry requirements, strengthened professional preparedness, and fostered problem-solving abilities. Addressing gaps in delivery, expanding hands-on experiences, and enhancing collaborative skill-building will further improve its effectiveness in creating a competitive and job-ready workforce.

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