

A Study on The Common Education Calendar and Its Impact on Student Employability in D.K. District, Karnataka

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Abstract: The study titled "A Study on the Common Education Calendar and Its Impact on Student Employability in D.K. District, Karnataka" aims to explore how the standardization of academic schedules influences the development of employability skills among students. The research specifically examines whether the common education calendar facilitates systematic academic planning, supports the acquisition of essential employability skills, and aligns effectively with industry expectations. Data was collected from students across various institutions in D.K. District through a structured questionnaire, with a total of 268 distributed and 250 valid responses analysed. Statistical tools, including descriptive analysis and one-sample t-tests, were employed to interpret the data. The findings reveal that while the common education calendar significantly aids in academic and placement planning, it also imposes scheduling constraints that limit students' participation in industry training and certification programs. Moreover, the calendar's direct impact on the development of employability skills like communication, teamwork, and time management is found to be statistically insignificant. The study concludes that the current common education calendar, though beneficial in standardizing academic timelines, requires structural adjustments to better support holistic employability development. Recommendations are proposed to introduce flexible industry-integrated learning periods and skill development interventions within the academic calendar.

Key Words: Common Education Calendar, Student Employability, Academic Scheduling and Industry Training.

I. Introduction

In the rapidly evolving educational and employment landscape, the alignment between academic structures and industry requirements has become increasingly significant. The common education calendar, introduced to streamline and standardize academic schedules across institutions, plays a vital role in ensuring uniformity in the timing of admissions, examinations, and academic sessions. By creating a synchronized academic environment, the calendar is expected to facilitate better planning for competitive examinations, internships, and placement activities, ultimately contributing to improved student employability.

However, while the common education calendar offers several administrative and academic benefits, questions remain regarding its effectiveness in enhancing students' practical employability skills such as communication, teamwork, time management, and industry readiness. Employability is no longer limited to academic qualifications; it now demands a blend of technical skills, soft skills, and industry exposure. A rigid academic schedule that prioritizes coursework at the expense of practical learning opportunities may limit students' ability to engage in meaningful skill-building experiences outside the classroom.

This study seeks to evaluate the impact of the common education calendar on student employability in D.K. District, Karnataka, focusing on whether the existing calendar structure supports or restricts the development of essential employability skills. It also aims to explore whether the calendar's timing conflicts with industry training, certification programs, and other career-building activities. By analyzing student perceptions and experiences, the study aims to offer valuable insights into how the common education calendar can be optimized to better balance academic commitments with employability enhancement initiatives.

The findings of this study are expected to contribute to the ongoing dialogue around educational policy and curriculum design, helping educational institutions and policymakers to make informed decisions about creating a more flexible and student-centered academic environment that directly supports employment readiness.

Objectives

- ❖ To examine the relevance of a common education calendar in standardising academic schedules in D.K. district, Karnataka.
- ❖ To analyse the impact of a common education calendar on students' lives and extracurricular activities.
- ❖ To assess how a common education calendar influences the development of student employability skills.
- ❖ To propose strategies based on the findings for aligning the education calendar with the employability needs of students in D.K. district.

Hypotheses of the Study

Null Hypothesis (H_0): There is no significant relationship between the implementation of a common education calendar and the standardisation of academic schedules in D.K. district.

Alternative Hypothesis (H_1): There is a significant relationship between the implementation of a common education calendar and the standardisation of academic schedules in D.K. district.

Null Hypothesis (H_0): The common education calendar has no significant impact on students' participation in extracurricular activities in D.K. district.

Alternative Hypothesis (H_1): The common education calendar has a significant impact on students' participation in extracurricular activities in D.K. district.

Null Hypothesis (H_0): The common education calendar does not significantly influence the development of employability skills among students in D.K. district.

Alternative Hypothesis (H_1): The common education calendar significantly influences the development of employability skills among students in D.K. district.

II. Literature review

The adoption of a common education calendar aims to synchronise academic schedules, reduce administrative inefficiencies, and align examination timelines across institutions. While this approach has demonstrated benefits in academic coordination (Patel & Joshi, 2019), empirical investigations - especially at the district level - remain few. However, evidence suggests that the imposition of rigid academic schedules may curtail flexibility, thereby restricting students' participation in extracurricular and skill-enhancement activities (Sharma, 2020). Such limitations can impact the holistic development of soft skills, including leadership, communication, and time management (Kumar and Menon, 2017; Patra, 2018).

A significant body of literature supports the effective role of work-integrated learning (WIL): such as internships and apprenticeships - in boosting employability (Srivastava and Haghi, 2024; Kenaphoom and Niyomves, 2024). Srivastava and Haghi (2024) report that embedding WIL in undergraduate programs enhances professional identity, ethical awareness, digital fluency, and interpersonal skills - all directly linked to graduate employability. Similarly, Kenaphoom and Niyomves (2024) highlight that WIL frameworks strengthen career readiness, though coordination challenges remain. Globally, WIL has also been shown to heighten self-efficacy and build stronger professional networks among students (Ng, Wut, and Chan, 2022), reinforcing its vital role in employment preparedness.

In India, the National Education Policy (NEP 2020) advocates for integrated skill development through vocational streams, internships, and multidisciplinary curricula across higher education (Ministry of Education, 2025). Experts argue this shift is essential to close the employability gap among general stream graduates (Chaturvedi, Purohit and Verma, 2022). Patil (2024) adds that the NEP's emphasis on competency-based vocational education promises long-term economic benefits. Yet, qualitative studies indicate that rigid academic calendars may hinder the seamless incorporation of NEP-mandated experiential and vocational elements (Tripathi, Bhatia and Sethi, 2023).

Applied to the Karnataka context, while the common calendar aids faculty coordination and administrative clarity, its effect on student participation in internships or co-curricular learning remains underexplored. Consequently, gaps persist regarding its impact on employability, extracurricular engagement, and overall student well-being at the district level.

The World Bank report by Sajitha Bashir (2002) highlights the critical link between education and economic growth in Karnataka. It reveals that despite high returns from secondary education, especially for women, employability remains low due to a mismatch between the education system and labor market demands. The report underscores the need for reforms in vocational training and curriculum alignment but does not address academic calendar synchronization, making your study a timely extension.

Meera Pillai and Radha Ramaswamy (2009) examined innovative educational practices across southern Indian states, such as Activity-Based Learning and SDMC-led governance. While these initiatives improved school participation and learning outcomes, the study does not explore systemic calendar alignment. My research bridges this gap by examining how a Common Education Calendar could streamline such efforts and enhance employability.

Sumit Kumar (2020) explores internal student migration and finds that students often choose higher education destinations based on job prospects, supporting the "two-step migration" theory—education followed by employment in the same region. However, his study lacks focus on structural academic reforms like calendar standardization. My research adds value by evaluating how synchronized schedules could improve such educational-to-employment transitions locally.

Shruthy K S (2020), in her study on engineering graduates in Kerala, identifies serious employability issues despite rising educational qualifications. Using the Career EDGE model, she finds that soft skills and career readiness are lacking. However, her research omits structural academic factors such as semester timing and placement synchronization—My research builds on this by showing how a Common Education Calendar can help bridge this gap through better timing of internships, training, and placements.

P Srinivas Pai, Niranjana N Chiplunkar, BR Shrinivasa Rao (2018) discuss the challenges of implementing Project-Based Learning (PBL) in engineering education, emphasizing the role of academic structure in limiting innovation. Faculty cited time constraints and rigid semester plans as key obstacles. My research complements these findings by exploring how a unified calendar could facilitate better integration of employability-focused pedagogies like PBL.

Statement of the problem

The education system plays a pivotal role in shaping the skills, knowledge, and employability of students. In recent years, there has been a growing emphasis on streamlining academic schedules through the adoption of a common education calendar to ensure uniformity and efficiency across educational institutions. Karnataka, including the Dakshina Kannada (D.K.) district, has introduced this system with the aim of standardising academic activities, examination schedules, and vacations.

However, while the implementation of a common education calendar brings structure and coordination, its impact on students' academic experiences, extracurricular engagement, and employability remains underexplored. Questions arise regarding whether a rigid academic schedule provides sufficient opportunities for skill development, participation in co-curricular activities, and preparation for employment. Moreover, it is essential to assess whether the uniformity in academic calendars aligns with the dynamic demands of the job market and the holistic development of students.

This study seeks to examine the relevance and effectiveness of the common education calendar in D.K. district, focusing on its influence on academic scheduling, students' overall development, and employability skills. By analysing student experiences and gathering empirical evidence, the study aims to propose actionable strategies that can better align academic calendars with the evolving employability needs of students.

III. Research Methodology

Research Design: Descriptive and Analytical Research Design - The study will use both descriptive methods to understand perceptions and analytical methods to test the impact and relationships.

Population and Sample: Population: Students enrolled in various educational institutions following the common education calendar in D.K. district, Karnataka.

Sample Size: A reasonable size 250 students using stratified random sampling to ensure representation from different colleges, courses, and academic years.

Sampling Technique: Stratified Random Sampling - Students will be grouped based on streams (Arts, Science, Commerce, etc.) and educational levels (UG/PG), and samples will be drawn proportionately.

Data Collection Methods: Primary Data: Structured questionnaire with Likert scale responses to measure student perceptions, extracurricular involvement, and employability skills.

Secondary Data: Reports from universities, education boards, and policy documents related to the common education calendar.

Tools for Data Analysis: Descriptive Statistics: Mean, Percentage, Standard Deviation to summarise the data.

Inferential Statistics: Chi-Square Test to check associations, t-Test or ANOVA to test differences in perceptions among groups and Correlation and Regression Analysis to assess the impact on employability.

Timing of Data Collection: The data for the present study was collected over a period of four months, from August 2025 to November 2025. This time frame was carefully selected to ensure that students had sufficient exposure to the common education calendar and its scheduling impact on both academic and employability-related activities. The chosen period also allowed the researcher to capture student perceptions during an active phase of academic and placement-related engagements.

Response Rate: A total of 268 questionnaires were distributed among students in various institutions within D.K. District. Out of these, 253 completed questionnaires were received back, reflecting a high response rate of 94.40%. However, it was observed that 3 of the returned questionnaires were incomplete and hence excluded from the final analysis. As a result, the study was based on a valid sample of 250 respondents.

Scope and Limitations:

The study is restricted to educational institutions within D.K. District, Karnataka. It focuses mainly on higher education (undergraduate and postgraduate levels) and does not include primary or secondary school calendars. Additionally, while the study provides valuable insights into the potential of a Common Education Calendar, its findings may not be directly generalizable to other districts without further research.

Data Analysis and Interpretation**Section A: Demographic Details**

The gender-wise distribution of respondents participating in the study on the common education calendar and its impact on student employability in Dakshina Kannada (D.K.) district reveals a notable imbalance. Out of the total 250 respondents surveyed, 92 (36.80%) are male, while 158 (63.20%) are female. This indicates that female students form the majority of the sample population. The higher representation of female respondents in this study may reflect the growing participation of women in higher education and their increasing focus on employability-related aspects in the D.K. district. It also suggests that female students may be more engaged or interested in structured academic systems, such as the common education calendar, and how these influence their career prospects.

This gender distribution is particularly significant in the context of employability analysis, as it can help determine whether the common education calendar equally benefits both male and female students or if there are gender-specific challenges or advantages. The predominance of female participants may also guide policymakers and educational institutions to consider gender-sensitive approaches when implementing or refining academic calendars aimed at enhancing student employability. Furthermore, the data highlights the importance of analyzing whether the perceptions and impacts associated with the common education calendar differ based on gender, which could offer deeper insights into the effectiveness and inclusiveness of such academic reforms in the region.

The age-wise distribution of respondents in the study provides valuable insights into the demographic profile of the students surveyed regarding the common education calendar and its impact on employability in the D.K. district. Among the total 250 respondents, the majority fall within the age group of 20–25 years, representing 59.20% (148 respondents) of the sample. This is a crucial age bracket, typically associated with students in higher education or recent graduates who are actively preparing to enter the job market. The second-largest group consists of respondents below 20 years of age, accounting for 33.20% (83 respondents). This indicates that a significant proportion of younger students, likely at the pre-university or undergraduate level, are also engaged in the discussion and are aware of the implications of the academic calendar on their future career opportunities. The age group of 26–30 years is relatively smaller, comprising 4.40% (11 respondents), and those above 30 years account for only 3.20% (8 respondents). These respondents may represent students pursuing higher degrees, non-traditional learners, or individuals who have taken alternative educational pathways.

The distribution suggests that the majority of respondents are at a critical transition phase from education to employment, making them particularly relevant for this study on employability outcomes. The age concentration also ensures that the data largely reflects the views and experiences of students who are either preparing for or actively seeking employment, thereby providing timely and meaningful insights into how the common education calendar aligns with their career readiness. Additionally, the lower representation of older age groups indicates that the focus and applicability of the study primarily lie within the younger student population, who are most affected by academic scheduling and employability trends.

The distribution of respondents based on their course of study provides meaningful insights into the academic backgrounds of students participating in the study. Out of the total 250 respondents, Commerce students form the largest group, accounting for 39.20% (98 respondents). This significant representation suggests that commerce students may have a keen interest in employability trends and structured academic calendars that directly influence their readiness for the job market. The second-largest group comprises Science students, with 31.20% (78 respondents). This indicates a strong participation from students pursuing scientific disciplines, who are likely to be equally concerned about the timely completion of their academic programs and their smooth transition into employment or further studies. Students from the Arts stream constitute 17.20% (43 respondents), reflecting a moderate level of participation. While their representation is comparatively lower, it suggests that Arts students are also aware of the relevance of a synchronized academic schedule and its potential to enhance employability prospects. Respondents enrolled in professional courses, such as Engineering, Management, and other career-oriented programs, make up 12.40% (31 respondents). Although this is the smallest group in the sample, students from professional courses are generally highly employment-focused and their perspectives offer critical input regarding the efficiency of the common education calendar in preparing them for industry-specific opportunities.

This distribution indicates that the study captures a diverse academic mix, covering traditional, scientific, and professional disciplines, which enriches the analysis. It also suggests that the impact of the common education calendar on student employability may vary across different fields of study, making it essential to consider course-specific needs and expectations while framing educational policies.

The classification of respondents based on their current level of study provides important context for understanding how students at different academic stages perceive the common education calendar and its influence on employability. Among the total 250 respondents, the largest proportion belongs to the undergraduate (UG) category, accounting for 41.20% (103 respondents). This indicates that undergraduate students are highly engaged in the study and are likely to be directly affected by the structure and scheduling of academic programs, as they are at the initial stages of career preparation. Postgraduate (PG) students form the second-largest group, comprising 36.80% (92 respondents). This group represents students who are in advanced stages of their academic journey and are either preparing to enter the job market or are seeking to enhance their employability through higher qualifications. Their perspectives are particularly valuable, as they can provide comparative insights based on their extended academic experience. Additionally, students pursuing Diploma or Certificate courses constitute 22.00% (55 respondents). This group, though smaller, is significant because diploma and certificate courses are typically short-term and career-focused, often designed to quickly bridge the gap between education and employment. These students may have unique views on the importance of a synchronized academic calendar, especially in terms of timely completion and immediate job readiness.

Overall, the distribution indicates that the study successfully captures a balanced mix of academic levels, ensuring that the impact of the common education calendar is examined across a wide spectrum of students. The responses from undergraduate, postgraduate, and diploma students collectively offer a comprehensive understanding of how different student segments perceive the effectiveness and relevance of standardized academic schedules in enhancing their employability.

The distribution of respondents based on the type of institution they are enrolled in provides valuable context for understanding institutional diversity in the study. Out of the total 250 respondents, the majority (52.40%, 131 respondents) are from private institutions. This significant representation suggests that private colleges and universities play a major role in the education

landscape of the D.K. district. Private institutions often operate with varying academic schedules, and their participation is crucial in evaluating the impact and feasibility of implementing a common education calendar. Respondents from government institutions account for 27.20% (68 respondents). This segment is important as government institutions typically follow the state-mandated academic calendars and are often key players in any large-scale educational reforms, including the adoption of a standardized calendar system. Autonomous institutions represent 13.20% (33 respondents). Autonomous colleges generally have the flexibility to design their own curricula and academic schedules, which may differ from the state or university-prescribed calendars. Their inclusion in the study provides insights into how a common education calendar could align with or challenge their existing academic independence. The smallest group of respondents, 7.20% (18 respondents), are from aided institutions. Although aided institutions receive government support, they may adopt academic practices that blend both public and private system characteristics. Their perspectives help to further diversify the understanding of how different institutional types might adapt to or benefit from a common education calendar.

Overall, this distribution indicates that the study has successfully captured a broad representation across various types of educational institutions. It provides a strong foundation to analyze how institutional structures, governance, and academic flexibility may influence the effectiveness and acceptance of a common education calendar in improving student employability across the D.K. district.

The academic performance of the respondents, based on their previous semester percentages or CGPA, provides a critical dimension to the study as it reflects the academic standing of students whose employability may be influenced by the structure and scheduling of the academic calendar. Among the 250 respondents, the majority, 43.60% (109 respondents), fall within the 61% – 70% performance range. This suggests that a significant portion of the students are average to above-average performers, who may particularly benefit from a well-structured and predictable academic schedule that supports consistent academic progression and timely completion of their courses. Additionally, 20.40% (51 respondents) have scored between 71% – 80%, and 16.80% (42 respondents) have achieved above 80%, indicating that a substantial proportion of high-performing students are part of the study. These students might be more sensitive to the alignment of academic schedules with internship opportunities, placement drives, and further education plans. Their feedback can provide valuable insights into whether the current or proposed common education calendar supports their aspirations for timely employability and academic excellence. On the other hand, 14.40% (36 respondents) fall within the 50% – 60% range, and a small segment of 4.80% (12 respondents) have scored below 50%. These students may face additional challenges in adapting to rigid academic schedules and could potentially benefit from academic calendars that allow flexibility for skill enhancement, remedial classes, and better academic planning to improve their employability prospects.

Overall, the distribution reflects a diverse academic performance profile among the respondents, which is essential for assessing whether the common education calendar equally supports students across performance levels. It also provides a foundation to explore if the calendar can be structured to accommodate the varied academic needs and employability expectations of both high-achieving and academically challenged students in the D.K. district.

The participation levels of respondents in extracurricular activities provide important insights into their holistic development and the potential impact of such activities on student employability. Among the 250 respondents, a significant majority of 139 students (55.60%) reported being actively involved in extracurricular activities. This suggests that more than half of the student population recognizes the importance of engaging in activities beyond academics, which can enhance soft skills, leadership abilities, teamwork, and practical exposure — all of which are highly valued by employers. Additionally, 31.20% (78 respondents) are occasionally involved in extracurricular pursuits. This group may participate in select events or activities but may not be consistently engaged throughout the academic year. Their moderate level of participation could indicate a balancing act between academic demands and co-curricular involvement, possibly influenced by varying academic schedules or personal priorities. On the other hand, 13.20% (33 respondents) reported no involvement in extracurricular activities. This could be due to heavy academic workloads, lack of interest, or limited opportunities provided by their institutions. It raises the question of whether academic calendars and institutional support systems are flexible and inclusive enough to encourage broader participation among all students.

Overall, the data highlights that a majority of students value extracurricular engagement, which can significantly contribute to enhancing employability by building critical life skills. The findings also point towards the need to ensure that the common education calendar supports and integrates extracurricular activities effectively, giving all students equal opportunities to participate without academic pressure or scheduling conflicts.

Section B: Questionnaire Based on Study Objectives

Table No. 01 The relevance of a common education calendar in standardising academic schedules

(1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree)

No.	Statement	1	2	3	4	5	M
1	The common education calendar will ensure uniformity in academic schedules across institutions.	09	13	31	96	101	4.07

2	The common calendar will help to streamline examination schedules and the announcement of results.	04	07	06	74	159	4.51
3	The calendar will reduce confusion and improve academic coordination	03	06	09	89	143	4.45
4	I feel that the current common calendar lacks sufficient academic flexibility	03	06	13	78	150	4.46

Sources: Survey Data

The study analysis shows that:

The Statement "The common education calendar will ensure uniformity in academic schedules across institutions," the mean score is 4.07. This indicates a generally positive agreement among respondents, suggesting that most students believe the common education calendar is effective in promoting schedule uniformity. The distribution shows that a majority of the participants either agreed or strongly agreed with this statement, reinforcing the perceived importance of synchronized academic timelines.

The Statement "The common calendar will help to streamline examination schedules and the announcement of results," the mean score is 4.51, which is the highest among the four statements. This reflects a very strong consensus that the common education calendar significantly contributes to the timely and efficient coordination of examinations and result announcements. The minimal disagreement on this statement highlights the practical benefits students associate with a common calendar.

The Statement "The calendar will reduce confusion and improve academic coordination," the mean score is 4.45. This suggests that respondents largely agree that a unified academic schedule simplifies processes and enhances communication among various institutions. The high concentration of "Agree" and "Strongly Agree" responses indicates that students perceive a reduction in confusion and scheduling conflicts as a direct advantage of the common calendar.

The Statement "I feel that the current common calendar lacks sufficient academic flexibility," the mean score is 4.46, implying that while students value the common calendar, many also feel it may be too rigid and does not adequately accommodate specific institutional or student needs. This highlights a potential drawback: while standardization is beneficial, the system should consider retaining some flexibility to cater to diverse academic scenarios.

Overall Summary:

The analysis shows that the common education calendar is widely supported by students for ensuring uniformity, improving examination coordination, and reducing academic confusion. However, there is also a notable concern regarding a lack of flexibility, suggesting that while standardization is essential, educational planners should consider adaptive mechanisms within the calendar to meet varying academic needs.

Hypothesis Testing: One-Sample t-Test

Null Hypothesis (H_0): There is no significant relationship between the implementation of a common education calendar and the standardisation of academic schedules in D.K. district.

Alternative Hypothesis (H_1): There is a significant relationship between the implementation of a common education calendar and the standardisation of academic schedules in D.K. district.

Summary of t-Test Results

Statement	t-value	p-value < 0.0001	Decision
1	19.93	Less than 0.0001	Reject H_0 - Significant
2	28.14	Less than 0.0001	Reject H_0 - Significant
3	27.09	Less than 0.0001	Reject H_0 - Significant
4	27.30	Less than 0.0001	Reject H_0 - Significant

Calculated Data

The results of the One-Sample t-Test indicate that the mean responses for all the statements are significantly higher than the neutral point (3). The null hypothesis is rejected and the alternative hypothesis is accepted. This clearly suggests that the respondents strongly agree that the implementation of a common education calendar is effective in: Ensuring uniformity across institutions, streamlining examinations and result announcements and reducing confusion and improving coordination. Additionally, the high agreement on the lack of flexibility in the current calendar highlights that while the system is standardized, it may need some adjustment to accommodate academic diversity.

The test conclude that, there is a significant relationship between the implementation of a common education calendar and the standardisation of academic schedules in D.K. district.

Table No. 02 The impact of the common education calendar

No.	Statement	1	2	3	4	5	M
1	The common education calendar affects my ability to participate in extracurricular activities	82	87	13	41	27	2.38
2	The schedule provided in the common calendar causes stress in balancing academics and personal life	69	73	11	56	41	2.71
3	Opportunities for internships and skill-building programs are limited due to the rigid calendar	33	46	15	84	72	3.46
4	The common calendar allows adequate time for holidays and breaks.	29	42	16	93	70	3.53

Sources: Survey Data

The common education calendar affects my ability to participate in extracurricular activities: The mean score for this statement is 2.38, which is below the neutral point (3). This indicates that most respondents disagreed that the common education calendar significantly restricts their ability to participate in extracurricular activities. It suggests that students, in general, do not perceive a strong negative impact of the calendar on their co-curricular engagement. However, the relatively moderate mean indicates that while the issue exists for some, it is not widespread.

The schedule provided in the common calendar causes stress in balancing academics and personal life: This statement has a mean score of 2.71, which is closer to neutral but still on the lower side. This suggests that students slightly disagree with the idea that the common calendar is a major source of stress in managing their academic and personal responsibilities. While some respondents experience stress, the majority seem to find the schedule manageable. Opportunities for internships and skill-building programs are limited due to the rigid calendar: The mean score here is 3.46, indicating that respondents agree to some extent that the rigidity of the calendar restricts opportunities for internships and skill-based learning. This is an important finding, suggesting that while the common calendar may streamline academic schedules, it may not adequately support flexible learning opportunities outside the classroom. This could impact the employability and skill development potential of students. The common calendar allows adequate time for holidays and breaks: The mean score of 3.53 suggests that most students agree that the calendar provides sufficient holidays and breaks. This indicates a positive perception regarding the allocation of rest periods within the academic year, which can help balance academic pressure and personal well-being.

Overall, the study reveals that, Students generally do not feel heavily restricted in extracurricular participation or stressed by the calendar, there is a notable concern about limited opportunities for internships and skill-building activities due to the rigid calendar structure and Students appreciate the scheduling of holidays and breaks, suggesting that the calendar is reasonably balanced in terms of workload distribution.

Hypothesis Testing: One-Sample t-Test

Null Hypothesis (H_0): The common education calendar has no significant impact on students' participation in extracurricular activities in D.K. district.

Alternative Hypothesis (H_1): The common education calendar has a significant impact on students' participation in extracurricular activities in D.K. district.

Summary of t-Test Results

Statement	t-value	p-value < 0.0001	Decision
1	- 11.55	Less than 0.0001	Reject H_0 - Significant
2	- 5.40	Less than 0.0001	Reject H_0 - Significant
3	8.57	Less than 0.0001	Reject H_0 - Significant
4	9.87	Less than 0.0001	Reject H_0 - Significant

Calculated Data

The results of the One-Sample t-Test indicate that all the statements show statistically significant differences from the neutral point (3), with p-values less than 0.05. Statements 1 and 2: Mean values are significantly less than 3, indicating that most students disagree that the calendar severely limits extracurricular participation or creates excessive stress. However, since the t-values are significant,

this still shows the calendar has an impact, albeit a somewhat manageable one. Statements 3 and 4: Mean values are greater than 3, indicating that students feel the calendar limits internships and skill-building opportunities, but also provides sufficient holidays and breaks.

The null hypothesis is rejected for all four statements. The alternative hypothesis is accepted. There is a significant impact of the common education calendar on students' lives and extracurricular activities in D.K. district.

Table No. 03 The development of student employability skills

No.	Statement	1	2	3	4	5	M
1	The common education calendar helps in systematically planning for competitive exams and placements	36	42	11	94	67	3.46
2	The academic calendar supports the development of employability skills (communication, teamwork, time management, etc.).	52	69	18	63	48	2.94
3	I have missed industry training or certification programs due to the tight academic schedule	21	18	13	111	87	3.90
4	The calendar has a positive influence on my preparedness for the job market.	56	67	12	66	69	3.34

Source: Survey Data

The Statement “The common education calendar helps in systematically planning for competitive exams and placements”, the mean score of 3.46 indicates that students generally agree that the common education calendar helps them systematically plan for competitive exams and placement activities. This suggests that despite some scheduling challenges, the calendar provides a structured timeline that aids students in preparing for career-related assessments and job opportunities in a timely manner.

The Statement “The academic calendar supports the development of employability skills (communication, teamwork, time management, etc.)”, The mean score of 2.94 is very close to the neutral point, indicating that students are divided on whether the common education calendar effectively supports the development of employability skills such as communication, teamwork, and time management. This mixed response suggests that while some students find the calendar beneficial for skill development, others may not see significant opportunities provided within the structured timeline.

The Statement “I have missed industry training or certification programs due to the tight academic schedule “, The mean score of 3.90 indicates a strong agreement that many students have missed industry training or certification programs due to the tight academic schedule imposed by the common calendar. This is a key finding that highlights a significant limitation of the current calendar, which could be restricting external learning opportunities that are crucial for enhancing employability.

The Statement “The calendar has a positive influence on my preparedness for the job market”, with a mean score of 3.34, students generally agree that the common calendar positively influences their preparedness for the job market. This suggests that despite its rigidity, the calendar does provide a framework that aligns with students' career goals and job readiness, though it may require some flexibility to fully support diverse employability paths.

The overall analysis suggests that while the common education calendar provides structured support for planning and job readiness, it restricts participation in industry exposure and skill-building opportunities. There is a need to balance the rigidity of the calendar with the flexibility required for students to pursue external certifications, internships, and training programs that are essential for holistic employability development.

Hypothesis Testing: One-Sample t-Test

Null Hypothesis (H_0): The common education calendar does not significantly influence the development of employability skills among students in D.K. district.

Alternative Hypothesis (H_1): The common education calendar significantly influences the development of employability skills among students in D.K. district.

Summary of t-Test Results

Statement	t-value	p-value < 0.0001	Decision
1	5.108	Less than 0.0001	Reject H_0 - Significant
2	- 6.06	0.5449	Accept H_0 - Not Significant
3	11.86	Less than 0.0001	Reject H_0 - Significant

4	0.994	0.3213	Accept H_0 - Not Significant
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Calculated Data

The study reveals that:

Statement 1: There is a statistically significant agreement that the common education calendar helps in systematic planning for competitive exams and placements.

Statement 2: No statistically significant difference from neutrality; students are mostly neutral about the calendar's support for employability skills like communication, teamwork, and time management.

Statement 3: There is a highly significant agreement that students miss industry training or certification programs due to a tight academic schedule.

Statement 4: There is no statistically significant evidence that the calendar positively influences preparedness for the job market.

The common education calendar significantly influences specific aspects of student employability skills (especially scheduling and conflicts with industry training), but it does not significantly influence the direct development of employability skills like communication and teamwork, or overall job market preparedness. Based on the study findings and the detailed statistical analysis, it does seem that the current common education calendar in D.K. District, Karnataka, could benefit from certain modifications to better support student employability.

Positive Aspects: Students significantly agree that the common calendar helps in systematically planning for competitive exams and placements (Mean = 3.46, $p < 0.0001$).

Critical Concern: Students strongly agree that the tight academic schedule causes them to miss industry training and certification programs (Mean = 3.90, $p < 0.0001$), which is a serious gap in employability preparation.

Neutral Areas: Students are largely neutral or only slightly positive about the calendar's impact on employability skill development (Mean = 2.94, $p = 0.5449$) and overall job market preparedness (Mean = 3.09, $p = 0.3213$).

Suggested Improvements for a More Student-Friendly and Employability-Focused Common Education Calendar

To make the common education calendar more student-friendly and employability-focused, several improvements can be implemented. First and foremost, there is a pressing need to introduce industry-integrated learning periods within the academic calendar. Allocating specific weeks in each semester exclusively for internships, industry visits, and certification programs would prevent students from missing valuable industry exposure due to tight academic schedules. Such dedicated windows would ensure that students can pursue practical learning without the burden of simultaneous academic commitments.

In addition, the academic schedule should be made more flexible by incorporating buffer periods between academic sessions. This would provide students with breathing space to engage in skill development, certification programs, and preparation for competitive exams. Offering optional, modular courses during weekends or as online modules would further allow students to enhance their employability skills without conflicting with core academic sessions.

The calendar should also be designed to embed skill development activities throughout the academic year. Regularly scheduled employability workshops focusing on communication, teamwork, resume building, and time management should be made a compulsory part of the curriculum. Furthermore, career readiness bootcamps, focusing on interview preparation and industry expectations, should be systematically included before the placement season as part of the academic plan rather than as optional events.

Another critical improvement is the alignment of the academic calendar with industry and competitive exam cycles. By collaborating with recruiters and aligning the calendar with their hiring timelines, institutions can ensure that students are available for internships, recruitment drives, and skill assessments without academic clashes. Additionally, synchronizing the calendar with national competitive exams would help students balance their academic responsibilities and exam preparation more effectively.

It is equally important to ensure a balanced academic workload throughout the semester. Overloading students with assignments, internal assessments, and exams in a short period can limit their ability to participate in external learning opportunities. Spacing out academic deadlines and capping weekly academic hours would enable students to manage their time better and focus on employability enhancement activities without feeling overwhelmed.

A continuous feedback mechanism should also be introduced to make the calendar more responsive to student needs. Gathering structured feedback at the end of each semester regarding stress points, missed opportunities, and employability challenges would allow institutions to adjust and fine-tune the calendar regularly, ensuring it remains student-centric and practical.

To further support employability, collaborations with industries should be strengthened to facilitate on-campus certification programs and skill-based workshops. This would provide students with easy access to recognized industry certifications without having to step outside their academic environment, thereby minimizing scheduling conflicts.

Lastly, the academic calendar should follow a progressive, semester-wise employability roadmap. The first year should focus on building soft skills and orienting students to workplace expectations. The second year should prioritize industry exposure through internships and hands-on projects. The final year should emphasize placement training, mock interviews, and industry-specific certifications to ensure students are fully prepared to enter the job market.

In conclusion, by introducing flexibility, embedding skill-building activities, aligning with industry and exam schedules, balancing workloads, and creating strong industry partnerships, the common education calendar can become significantly more student-friendly and effectively enhance student employability.

IV. Conclusion

The present study aimed to assess the impact of the common education calendar on student employability in D.K. District, Karnataka. Based on the analysis of responses collected from students, it is evident that while the common education calendar provides a structured framework for academic activities, its effectiveness in enhancing employability skills is only partially realized. The findings indicate that the common education calendar significantly helps students in systematically planning for competitive examinations and placement activities. This demonstrates that a standardized academic schedule brings certain benefits in terms of academic planning and time management. However, the study also reveals a critical concern—many students report missing valuable industry training and certification opportunities due to the tight academic schedules, suggesting that the existing calendar does not adequately accommodate the practical and industry-oriented learning that is essential for improving employability.

Furthermore, the study highlights that students are largely neutral regarding the calendar's role in directly supporting the development of key employability skills such as communication, teamwork, and time management. Similarly, students express only a marginally positive view about the calendar's influence on their preparedness for the job market. These findings suggest that while the calendar helps in structuring academic progress, it falls short in providing sufficient opportunities for skill enhancement and industry exposure.

In conclusion, the study supports the view that the current common education calendar in its existing form is insufficient to fully promote student employability. It calls for thoughtful revisions to incorporate industry-integrated learning periods, flexible scheduling, continuous skill development modules, and a stronger alignment with industry recruitment cycles and competitive exams. Such modifications would make the academic structure more student-friendly, balanced, and employability-focused. By adopting a more holistic and flexible approach, educational institutions in the region can significantly enhance the career readiness and employment prospects of their students.

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