

CHAPTER V: ENTREPRENEURSHIP DEVELOPMENT & EMPLOYMENT OPPORTUNITIES AS AN IMPACT OF VOCATIONAL EDUCATION

PROGRAMME IN GOA

- The chapter evaluates the role played by the Vocational Education Programme in entrepreneurship development & in extending employment opportunities to the vocational passouts by making them employable in a particular trade.

CHAPTER V

ENTREPRENEURSHIP DEVELOPMENT AND EMPLOYMENT OPPORTUNITIES AS AN IMPACT OF VOCATIONAL EDUCATION PROGRAMME IN GOA

The main aim of the VEP has been to train students with some vocational skill so as to make them employable. May it be self employment or employment found in some firm or industry. This chapter evaluates the role played by the VEP in entrepreneurship development and in extending employment opportunities to the youth in Goa. The General Foundation Course and the Entrepreneurship development subject were introduced in HSS and Colleges respectively in order to provide interested students with necessary know how in starting their own small business enterprise. But how effective the course is depends on the course content, and very much on the teaching faculty teaching the course. We will discuss to what extent the teaching faculties have succeeded as motivators to students and encouraged them to start up their own enterprise.

5.1 A Brief Overview on Entrepreneurship Development

Before understanding Entrepreneurship development and its importance, it is important to understand the term Entrepreneur. An entrepreneur is one of the important segments of economic growth. Basically he is a person responsible for setting up a business or an enterprise. In fact, he is one who has the initiative, skill for innovation and who looks for high achievements. He puts up a project that creates wealth and opens up many employment opportunities and leads to the growth of other sectors. An entrepreneur is one who ventures out; prefers change as a means of growth; and is prepared to take calculated risks. While taking a risk, the entrepreneur, is aware of the possibilities of

success as well as the consequences of failure. An entrepreneur analyses the pros and cons carefully before making decisions. Economic policies of the Government leave an important impact on the growth of entrepreneurship. In a country like India, we require entrepreneurship at various levels and of various sizes – Central government, state government, large, medium, and small private sector units as well.

The entrepreneurship development movement in India has received significant attention; this is borne out by the fact that the small manufacturing enterprises have made phenomenal progress during the last decades and today occupy an important position in the industrial economy of India. In India, a large number of institutions and organizations are engaged in the development of entrepreneurship, resulting in the speedy growth of industrial ventures. Entrepreneurship development is probably one of the most, complicated and perplexing issues in the promotion and growth of small enterprises. Recently, a number of development agencies have been involved. However, in spite of all these efforts there have been only a few partially successful programmes, and there are many instances of huge failures in this field. The GFC/ EDS taught in institutions under the VEP contributes to only a drop in the ocean, in the field of entrepreneurship development of the youth in the country. However, this study evaluates the impact the VEP has had in the development of entrepreneurs and in extending employment opportunities to the vocational passouts in the State of Goa.

5.2 Entrepreneurship Development Under the VEP:

Entrepreneurship Development is essential in order to enhance employment generation amongst the youth. The entrepreneurship development taught in the

vocational education programme also attempts in boosting employment of youth by encouraging them to start their own business venture.

The Entrepreneurship development programme is designed to help students in strengthening and fulfilling their entrepreneurial motive. It is intended in helping them in acquiring skills and capabilities necessary to promote their understanding of business. It is now well recognized that entrepreneurs can be developed through appropriately designed entrepreneurship development programmes, and practical training. The entrepreneurial development subject and general foundation course taught in the VEP also do the same. However, besides providing the necessary information such as project planning and development and guidance on industrial opportunities, incentives, facilities, rules and regulations, an Entrepreneurship Development Programme cannot be complete and successful if it is unable to provide the necessary motivation required to motivate a person in sharpening his entrepreneurial traits and behavior. Various techniques and approaches have been developed and adopted to achieve these objectives, keeping in view the target groups and /or target areas. In this chapter we will only focus on the students that have opted for the VEP as the target group for the entrepreneurship development programme/ subject that is taught in HSS and Colleges.

As mentioned earlier, the General Foundation Course (GFC) and the Entrepreneurship Development subject (EDS) was introduced at the HSS and College level respectively in the VEP course curriculum in order to encourage interested students in setting up their own small business enterprise. In the vocational curriculum at the Higher Secondary School level, 30% weightage is given to Language(s) and to the General Foundation Course. The curriculum of GFC developed by the NCERT makes a provision for about 15 percent of

the time, for imparting instruction on entrepreneurship development, environmental education and rural development. However, the limitation of the vocational programme at the College level is that the EDS was not introduced as a compulsory subject to vocational students. This chapter studies the effectiveness of this course introduced in the VEP at the HSS and at the College level in terms of awakening entrepreneurial interests among students. We will examine the opinion of students and also that of educationalists towards the effectiveness of the GFC and ED subject.

Besides the effectiveness of the Entrepreneurship development course on the development of entrepreneurs this chapter also studies the effectiveness of On the Job Training provided by the industry to students, in not only building confidence in the youth by helping them start their own small business venture but also in enabling them gain confidence to take up wage employment on completion of their course. Whether it is self employment or wage employment that the students ultimately choose to join, the important aspect is for the vocational programme to make its students employable in the trade trained in.

This chapter also studies the various factors responsible in making a student employable on completion of the vocational course and also in understanding what happens to the vocational passouts after completion of the course. How many of them get employed, how many go in for higher education and how many remain unemployed. Below is given a profile of the past students status on completion of vocational course and their experience and opinion about the course.

5.3 Effectiveness of EDS/ GFC introduced in the VEP:

The Entrepreneurship Development Subject/General Foundation Course was introduced in the curricula of the vocational education programme so as to encourage desired students to go in for self – employment which was one of the aims of the VEP. Hence, it was felt necessary to know the opinion of the various respondent's viz. students and principals, on the effectiveness of the GFC/ EDS and the impact it has on the students studying it.

Opinion of Various Respondents on the GFC/EDS Curriculum:

For a course to be effective, it is essential for the course curriculum to be well developed in order to attain the objective for which it was introduced. The GFC/ EDS curriculum too should be such that it provides students with the necessary guidelines and information as to how to start their own business enterprise, besides introducing students to the world of commerce and business. It was felt necessary to know the opinion of Students and Principals on the course curriculum of the GFC/EDS. If the knowledge provided in the course was adequate in providing students with necessary information on how to start their own business or if the course required improvement.

5.3.1 Student Opinion on GFC/EDS Curriculum:

Students were asked their opinion on the GFC/EDS course studied by them. They were asked if the course curriculum was up to date in providing them with the kind of knowledge they require in starting up and successfully carrying out their own business enterprise. The options provided to students in order to know their opinion on the course curriculum were, 'Up to Date', 'Needs Improvement', or 'Obsolete'. Table No. 5.1 and Table No. 5.2 shows the opinion of students towards the GFC/ ED course subject at the HSS and college level respectively.

**Table No. 5.1 HSS Students Opinion on the General Foundation Course
(GFC) Curriculum**

STUDENTS OPINION ON THE GFC CURRICULUM				
	Up to Date	Needs Improvement	Obsolete	Total
Commerce	107 64.1%	58 34.7%	2 1.2%	167 100.0%
Engineering	76 68.5%	33 29.7%	2 1.8%	111 100.0%
Humanity	9 60.0%	6 40.0%		15 100.0%
Agriculture	8 40.0%	9 45.0%	3 15.0%	20 100.0%
Home Science	58 55.2%	44 41.9%	3 2.9%	105 100.0%
Total	258	150	10	418
Total %	61.7%	35.9%	2.4%	100.0%

* Source: Primary Survey

**Table No. 5.2 College Students Opinion on the Entrepreneurship
Development Subject (EDS) Curriculum**

STUDENTS OPINION ON THE EDS CURRICULUM				
	Up to Date	Needs Improvement	Obsolete	Total
Commerce	21 58.3%	15 41.7%		36 100.0%
Engineering	11 14.3%	64 83.1%	2 2.6%	77 100.0%
Humanity	7 36.8%	10 52.6%	2 10.5%	19 100.0%
Total	39	89	4	132
Total %	29.5%	67.4%	3.0%	100.0%

* Source: Primary Survey

It can be observed from Table 5.1 and Table 5.2 that a majority of 61.7% of the HSS students show satisfaction towards the GFC course content, while at the College level, a majority of 67.4% of students show dissatisfaction towards the course content of the EDS as they responded saying that it requires

improvement, while 3% are of the opinion that the course is useless to them and graded it as obsolete.

5.3.2 Head of Educational Institutions Opinion on the GFC/ED Subject:

The Head of Educational Institutions were also asked their opinion on GFC/ED course curriculum. They were asked if the knowledge obtained from the course by the students was sufficient to help them start their own business. They were also asked if according to them the GFC/ED course curriculum required any improvement which if introduced would promote self-employment amongst vocational students. The responses were given as 'Yes' and 'No'. Table No. 5.3 and Table No. 5.4 gives the opinion of Educationalists on the GFC/ ED subject at HSS and College level respectively.

**Table No. 5.3 Head of Educational Institutions Opinion on GFC
(HSS Level)**

	<i>Is the Knowledge obtained form the GFC sufficient to enable students start their own enterprise?</i>			<i>Does the GFC need improvement</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>(f)</i>	11	8	19	3	16	19
Total %	57.9%	42.1%	100.0%	15.8%	84.2%	100.0%

* Source: Primary Survey

**Table No. 5.4 Head of Educational Institutions Opinion on ED subject
(College Level)**

	<i>Is the Knowledge obtained form the EDS sufficient to enable students start their own enterprise?</i>			<i>Does the EDS need improvement</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>(f)</i>	4	3	7	2	5	7
Total %	57.1%	42.9%	100.0%	28.6%	71.4%	100.0%

* Source: Primary Survey

It is viewed from the above two tables that 57.9% and 57.1% of the Heads of Educational Institutions from HSS and Colleges respectively responded saying that the Knowledge obtained from the GFC/ ED subjects was sufficient to enable students to start their own small business enterprise. While 15.8% and 28.6% of the Principals from HSS and Colleges respectively responded by saying that the GFC/ED course required improvement, while a majority felt that it didn't require any improvement.

5.3.3 Dedicated and Knowledgeable GFC/ ED Teacher:

Besides a well developed and up to date course curricula, the effectiveness of a course also depends on the teaching faculty imparting the course to the students. An attempt was made in understanding the role played by the GFC/EDS teaching faculty in encouraging the vocational students in going in for self employment. An attempt was made in knowing if the Teacher possessed the necessary knowledge that would help students start their own enterprise and if the teacher motivated the students in taking up self employment.

Opinion of Various Respondents on the GFC/EDS Teaching Faculty:

To understand the role played by the GFC/EDS teachers, Students and Heads of Educational Institutions were asked their opinion on the Teaching faculty teaching the course in their respective institutions.

5.3.3.1 Students Opinion on GFC/ ED Teacher:

Students opinion on the teaching faculty for the GFC/ED subject was taken. The students were asked their opinion on the teaching faculty teaching them the General Foundation course in the case of HSS and the Entrepreneurship Development Subject in the case of College students. Students were asked to

rank the teaching faculty with ranks of Excellent, Good, Satisfactory, or Poor based on the teachers subject knowledge, motivation and guidance provided by them to the students in taking up self-employment. Table No.5.5 and Table No.5.6 below show the HSS Student and College Students opinion regarding their GFC/EDS Teacher respectively.

Table No.5.5 Opinion of HSS Students on Teaching Faculty for GFC

STUDENTS OPINION ON TEACHING FACULTY FOR GFC					
	Excellent	Good	Satisfactory	Poor	Total
Commerce	7 4.2%	22 13.2%	43 25.7%	95 56.9%	167 100.0%
Engineering		4 3.6%	35 31.5%	72 64.9%	111 100.0%
Humanity		2 13.3%	12 80.0%	1 6.7%	15 100.0%
Agriculture		7 35.0%	7 35.0%	6 30.0%	20 100.0%
Home Science	2 1.9%	6 5.7%	46 43.8%	51 48.6%	105 100.0%
Total	9	41	143	225	418
Total %	2.2%	9.8%	34.2%	53.8%	100.0%

* Source: Primary Survey

Table No.5.6 Opinion of College Students on Teaching Faculty for EDS

STUDENTS OPINION ON TEACHING FACULTY FOR EDS					
	Excellent	Good	Satisfactory	Poor	Total
Commerce	4 11.1%	25 69.4%	6 16.7%	1 2.8%	36 100.0%
Engineering	15 19.5%	40 51.9%	21 27.3%	1 1.3%	77 100.0%
Humanity	9 47.4%	8 42.1%	2 10.5%		19 100.0%
Total	28	73	29	2	132
Total %	21.2%	55.3%	22.0%	1.5%	100.0%

* Source: Primary Survey

It can be seen from the tables above that, 53.8% of the HSS students had ranked their GFC teacher as poor. While 34.2% of the students said the teacher was satisfactory. This shows the dissatisfaction of the students towards the

GFC teacher. The teaching faculty of the GFC had not been able to meet to the expectations of the students. In the case of College students the picture is a bit different with 21.2% and 55.3% of the students ranking their teaching faculty as Excellent and Good respectively.

During personal interaction with the students, it was given to understand by the students that the GFC / EDS teachers do not motivate students to start their own business. The course also gets very boring as it is purely theoretical.

5.3.3.2 Head of Educational Institutions Opinion on GFC/EDS Teacher

The Heads of Educational Institutions were also asked their opinion on the teaching faculty appointed to teach the GFC/ED subject. They were asked to rank the faculty with grades of Excellent, Good Satisfactory and Poor. Table No.5.7 gives a combined response given by the Heads of Educational Institutions at the HSS level and College level towards the teaching faculties teaching the GFC and EDS subjects.

Table No. 5.7 Head of Educational Institutions Opinion on Teaching Faculties for GFC& ED Subject

OPINION ON TEACHING FACULTIES FOR GFC & EDS					
	Excellent	Good	Satisfactory	Poor	Total
(f)	0	15	11	0	26
Total %	0.0%	57.7%	42.3%	0.0%	100.0%

* Source: Primary Survey

It can be observed that none of the Heads of Educational Institutions have graded the teaching faculty teaching the subject in their institutions as

Excellent. Nor have they graded them as Poor. But a majority of the Principals, both at the HSS and College level claimed that the teaching faculty was Satisfactory. During personal interview some of the Heads of Educational Institutions expressed their personal opinion regarding the GFC/ED subject teachers. They were of the opinion that the teachers appointed to teach the course were of Commerce background having no industrial experience. Hence, they were not very effective in teaching the subject. They were of the opinion that if the faculty possessed industrial experience, or were self employed themselves, they would be more effective teachers. They stated that the present teachers lacked the initiative and drive to encourage students to go in for self – employment.

Hence, we can conclude saying that the HSS students were satisfied with the General Foundation Course curriculum provided to them. While the College student's responses suggested that the Entrepreneurship Development Subject curriculum required improvement. While a majority of the principals of Higher Secondary Schools as well as those of Colleges said that the course curriculum didn't require any improvement. With regard to the teaching faculty for the GFC, most of the HSS students showed dissatisfaction while, majority of the College students were satisfied with the EDS Teacher. Some of the suggestions made by the Heads of educational institutions regarding the GFC/EDS subject were that, it requires to have a more practical approach. This would make the subject more interesting to students. It is not possible to have established entrepreneurs to teach the subject. Hence, arrangements should be made for successful entrepreneurs to some times address the students as guest lecturers. This would motivate them in taking up self employment. In the case of EDS at the College level, it was suggested that it be made compulsory.

5.4 Profile of Past - Students:

In order to understand the impact the VEP has had in bringing about entrepreneurship development and employment opportunities to the vocational passouts, it was felt absolutely necessary to find out the status of the past students. This would give a picture of the role played by the VEP in making the students employable. Table No. 5.8 and Table No.5.9 gives a course wise classification of past students profile. The tables explain the number of HSS and College vocational passout students that are employed (includes those that are fully employed as well as those who are partly employed) as a result of the practical training and knowledge gained under the VEP. The tables give a clear course wise Status of HSS and College Past Students who are successfully Self employed and Wage employed, also shows those Pursuing higher education and those that were Unemployed from the respondents.

It is said that the real yardstick in measuring the success of the vocational education programme lies in what happens to the vocational past students. This can be seen in the Past Students Status presented below. The tables below indicate the extent to which the Vocational Education Programme has reduced the numbers of students pursuing Higher Education and how many have managed to seek gainful employment after possessing formal training in some field or the other.

Figure 5.1 and Figure 5.2 below illustrates a more clear picture on the status of the Past students at the HSS and College level respectively.

The tables below indicate the role played by the Vocational Education Programme in providing employment opportunities to the vocational passouts and in reducing the problem of unemployment.

Table No.5.8 Profile of HSS Students (Past Students) (Course wise)

HSS PAST STUDENTS STATUS					
Course Name	Self Emp.	Wage Emp.	Unemployed	Higher Edu.	Total
OSS		11 40.7%	3 11.1%	13 48.1%	27 100.0%
AAT	2 10.0%	8 40.0%	1 5.0%	9 45.0%	20 100.0%
INS		3 30.0%	3 30.0%	4 40.0%	10 100.0%
MKT. & S	1 8.3%	6 50.0%		5 41.7%	12 100.0%
COMP.T	1 5.0%	7 35.0%	2 10.0%	10 50.0%	20 100.0%
CGDM	6 35.3%	4 23.5%	4 23.5%	3 17.6%	17 100.0%
CRM	3 33.3%	5 55.6%		1 11.1%	9 100.0%
T & T.	2 13.3%	11 73.3%		2 13.3%	15 100.0%
AET	2 7.4%	15 55.6%	3 11.1%	7 25.9%	27 100.0%
MREEDA	2 11.8%	5 29.4%	2 11.8%	8 47.1%	17 100.0%
ET	2 7.7%	9 34.6%	2 7.7%	13 50.0%	26 100.0%
INDUS.M	2 12.5%	6 37.5%	3 18.8%	5 31.3%	16 100.0%
FCL		4 28.6%	4 28.6%	6 42.9%	14 100.0%
Total	23	94	27	86	230
Total %	10.0%	40.9%	11.7%	37.4%	100.0%

* Source: Primary Survey

It can be clearly seen in the table above that 40.9% of the students were wage employed. While 37.4% went in for higher education; 11.7% remained unemployed and only 10% took up self employment either on a part time or full time basis. It can be hence said that a total of 50.9% of the students were employed in some kind of employment or the other. Most of the students that were self employed were form the Dressmaking course of CGDM while there were none self employed in courses like OSS and Floriculture. It has also been observed that majority of the students that go in for higher education come form

the courses of OSS, Computer techniques, MREEDA and Electronic Technology. It can be said that most of these students who go in for higher education use the vocational course for getting additional knowledge and work experience in there field or feel the training given to them was not sufficient to take up a job. Students of courses like MREEDA and ET are usually found to join Polytechnics and ITI's after completion of their course. While the Computer technique students go in for higher education in B.CA.

Figure No.5.1 Employment Status of HSS Students (Past Students)

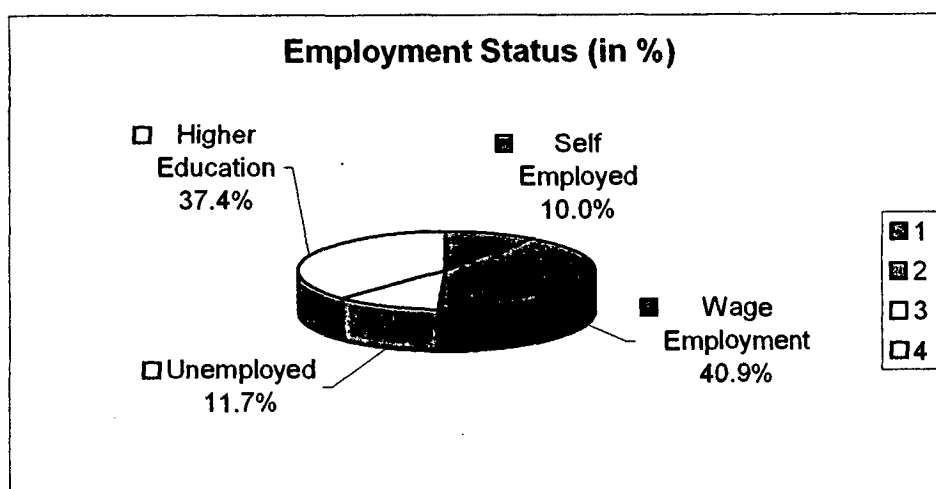
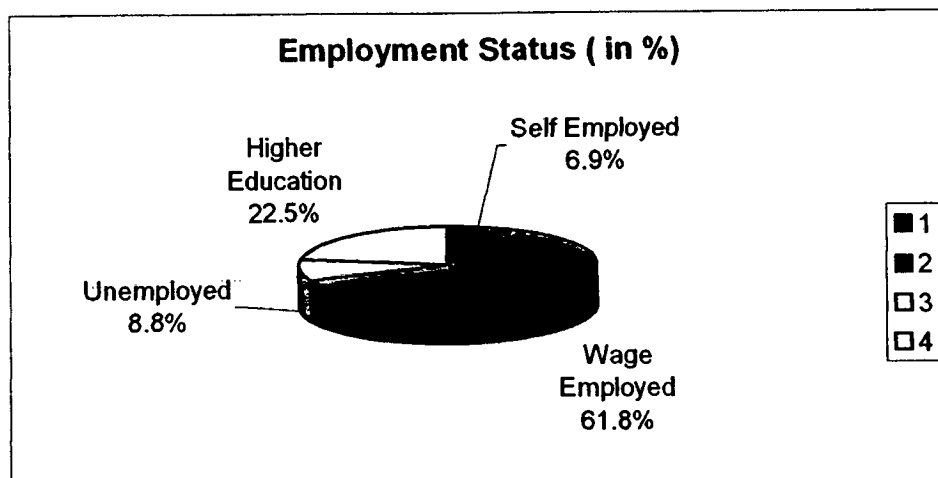


Table No. 5.9 Profile of College Students (Past Students)(Course wise)

COLLEGE PAST STUDENT STATUS					
Course Name	Self Emp.	Wage Emp.	Unemployed	Higher Edu.	Total
I. CHEM	1 4.3%	16 69.6%	2 8.7%	4 17.4%	23 100.0%
B.TECH.	1 4.0%	17 68.0%	2 8.0%	5 20.0%	25 100.0%
COMP. A.		12 54.5%	1 4.5%	9 40.9%	22 100.0%
EEM	1 20.0%	3 60.0%		1 20.0%	5 100.0%
T & T	2 16.7%	6 50.0%	2 16.7%	2 16.7%	12 100.0%
ADVT. & S.	2 13.3%	9 60.0%	2 13.3%	2 13.3%	15 100.0%
Total	7	63	9	23	102
Total %	6.9%	61.8%	8.8%	22.5%	100.0%

* Source: Primary Survey

Figure No.5.2 Employment Status of College Students (Past Students)



In the case of College passouts, 61.8% of the students were found to be wage employed while 23% went in for higher education, 9% were found to be unemployed and only 7% went in for self-employment either part time or full time. It was observed that most of the students that went in for self employment were those who joined there parents business or started business on a part time basis.

Classification of Past Students Profile under the Following Heads:

5.4.1 Students Self - Employed:

It includes students that had started their own small business venture (either on a part time or full time basis). It may be observed that the numbers of students that were self employed were mostly form the engineering and technology course area. And quite a number were also from Home science based courses. It is observed that the number of College vocational pass out students opting for self employment is negligible.

5.4.2 Students Wage Employed:

It includes those students that had successfully been employed in some firm or enterprise either public or private. This category also includes students that

were employed on a part time or full time basis. It has been observed that majority of these students seek employment in the industry usually in smaller business concerns. Some of these students continue working for private firms, while only a handful take the working experience and then start their own small business venture.

5.4.3 Students Pursuing Higher Education:

This category includes students that join higher education on completion of the vocational course. On completion of the vocational programme at the HSS level, students were usually found to join the general graduation stream, while some joined ITI's and Polytechnics. In the case of students who complete the vocational course at the College level also students joined the University for higher education. However, it had been found to be a common feature for a large number of students, especially in the case of HSS past students to pursue higher education despite been trained in a particular trade that would enable them to easily take up employment. The reasons for this could be various. Below mentioned are some of the reasons given by students:

It the case of some students it was the *lack of confidence* students experience to take up employment on completion of the vocational course. Because of lack of confidence in themselves students then join higher education. The lack of self-belief students experienced according to them was because the training provided by the institution was not sufficient to help them gain confidence.

Some students said it was the *age factor*. Students feel they are too young and hence incapable to take up a job, while some are willing to take up a job but unable to get a job because they are minors.

Another important reason given by students is the *desire to acquire a degree*. The graduate syndrome has seeped in to the minds of not only the students but the parents as well. No matter how well vocational students are at the trade, many still feel they should possess a graduation certificate. But this is one aspect where even employers are to be held equally responsible for this mindset. This can be seen clearly on salary slips offered to graduates and non graduate employees. However there are some exceptions especially in the technical fields where employers do prefer vocational passouts to non vocational general stream passouts.

Other reasons given by students to join the vocational stream are: Some admitted that they used the vocational course as a *medium to get admission to the general stream* of an institution of their choice. This usually happens when the percentage obtained by them was less at class X final examination to join the institute. (This is applicable only to the VEP at the HSS level). Hence on completion of the Vocational course the students join the general stream in the same institute.

Some students merely wanted to take *benefit of the practical training* given during the course which would help them in future employment after graduation.

5.4.4 Unemployed:

It includes those students that remain unemployed on completion of the course. The problem of unemployment is a serious growing problem in the country today. The vocational programme was aimed at solving this problem by providing the students with some kind of practical knowledge and training that would enable them to seek employment in some field. At the HSS level, it

was specially aimed at attracting those students who would otherwise drop out after Class Xth examination due to lack of interest in continuing with higher education or because of financial reasons that force them to take up some kind of employment. Instead of leaving education with no formal training in any field, vocational training would enable them to gain sufficient knowledge and practical experience so as to make it easier for them to seek decent employment. As per the findings of the study, the numbers of students that were employed was an indication of the fact that the vocational programme had helped students to a great extent in seeking employment and reducing the problem of unemployment.

The tables showing the profile of vocational past students at the HSS and College level revealed the following results: 40.9% of the HSS past students were wage employed and 10% took up self employment either on a part time or full time basis. While 11.7% remained unemployed. In the case of College passouts, 61.8% of the students were found to be wage employed while only 7% went in for self-employment either part time or full time and 9% were found to be unemployed.

The above statistics were a testimony to the role played by the VEP in bringing about small scale entrepreneurs and extending employment opportunities to the youth. The figures however showing the students going in for self employment is not an encouraging one. And a serious attempt has to be made on the part of educational institutions in encouraging students take up self employment. The above statistics showing the number of students unemployed, reveals that the VEP has still to strive harder in making all its passouts employable. It can be hence concluded that the VEP has not been successful in generating employment to all its passouts. Thus the study reveals

that, the second hypothesis of this study that is '*VEP has not been successful in generating employment to all its passouts*' was found to be true.

It can be concluded from the above that the VEP has played a positive role in extending employment opportunities to the youth opting for the vocational stream. Although there are still a large number of students that join higher education at the HSS level, it can be seen that on the whole the VEP has played a constructive role towards the youth in the State of Goa.

We have seen above the past students status on completion of the vocational course. However it has to be understood that the past student respondents includes students that had successfully completed the vocational course during the academic years 2000-01 to 2002-03. Therefore it includes some students that had past the vocational course 2 years prior to year of the survey. Hence, it was felt necessary to know from the students what their immediate step was after passing the vocational course. How many of them had taken up employment immediately after completion of the vocational course, and how many did some other course before taking up employment. How many went in for higher education etc.

5.4.5 Students Immediate Step After Passing Vocational Course:

An attempt was made in finding out what was the students immediate step after passing the vocational course and on completion of Apprenticeship Training (if any of them did undergo it). In order to know the students immediate step after passing out, the past students were given options such as 'Started your own business', 'Joined a Firm', 'Joined Higher Education', 'Did some short course', 'took up wage employment and studied side by side',

‘took up self employment and studied side by side’ or ‘remained unemployed’ to choose from. Table 5.10 below shows the responses given by the students:

Table No. 5.10 HSS Students (Past Students) Immediate Step After Passing the Vocational Course

STUDENTS IMMEDIATE STEP AFTER PASSING VOCATIONAL COURSE								
	Started own Buz.	Joined a Firm	Joined Higher Edu.	Did a Short Course	Took up Wage emp. & Studied	Took up Self emp & Studied	remained Un - employe d	Total
Commerce	2 2.4%	10 11.9%	40 47.6%	25 29.8%	2 2.4%	1 1.2%	4 4.8%	84 100.0%
Engineering	1 1.1%	11 12.2%	17 18.9%	40 44.4%	7 7.8%	4 4.4%	10 11.1%	90 100.0%
Humanity	2 13.3%	1 6.7%	1 6.7%	10 66.7%	1 6.7%			15 100.0%
Agriculture		4 28.6%	2 14.3%	4 28.6%	2 14.3%	2 14.3%		14 100.0%
Home Science		8 30.8%	2 7.7%	11 42.3%	1 3.8%	2 7.7%	2 7.7%	26 100.0%
Total	5	34	62	90	13	9	16	229
Total %	2.2%	14.8%	27.1%	39.3%	5.7%	3.9%	7.0%	100.0%

* Source: Primary Survey

It can be observed from the table above that: 39% of the HSS past students did some course soon after passing the vocational course. 27.1% said they went in for Higher Education, i.e. the general graduation stream. 14.8 % joined some firm and were wage employed, while 5.7% and 3.9% of the students continued their formal education and were simultaneously wage employed and self employed respectively. i.e. students studied and worked part time.

It has been also observed that most of the HSS past students who were self employed had pursued further studies before starting their own business venture and many had taken up wage employment for additional experience and to learn the tricks of the trade before starting up their own enterprise. Some had preferred to work half day in the industry or in smaller firms and

carry out their own business side by side during the latter part of the day. This category of students was usually found to carry out their own small business from their private residence without any formal registration of the business. Just four students from those self – employed claimed that they had registered their business concern, while 13 were running it from their own residence without registering it. Table No. 5.11 below gives a group wise classification of College students (Past Students) immediate step after passing the vocational course.

Table No. 5.11 College Past Students Immediate Step After Passing the Vocational Course

STUDENTS IMMEDIATE STEP AFTER PASSING VOCATIONAL COURSE								
	Started own Buz.	Joined a Firm	Joined Higher Edu.	Did a Short Course	Took up Wage emp & Studied	Took up Self emp & Studied	remained Un-employe d	Total
Commerce	2 13.3%	5 33.3%		7 46.7%		1 6.7%		15 100.0%
Engineering	1 1.3%	32 42.7%	6 8.0%	27 36.0%	3 4.0%		6 8.0%	75 100.0%
Humanity	1 8.3%	5 41.7%	2 16.7%	3 25.0%			1 8.3%	12 100.0%
Total	4	42	8	37	3	1	7	102
Total %	3.9%	41.2%	7.8%	36.3%	2.9%	1.0%	6.9%	100.0%

* Source: Primary Survey

In the case of College Past students, 41.2 % joined the industry immediately after passing out, while the students that pursued higher education was very less in this case. Only 7.8 % of the students went in for higher education, but 36.3 % did some short course. Those students that remained unemployed nor went in for any higher education were only 6.9%. Like in the case of the students that were self employed after HSS vocational, in this case too just 2 students claimed to carry out their business from their residence and 5 claimed that they had not registered their business.

It can be concluded that from the above findings that, though Table No.5.8 and Table No.5.9 show a high number of vocational students that were employed, it can be observed from Table No.5.10 and Table No.5.11 that a majority of the vocational students (both at the HSS and College level) prefer to do some short course before taking up employment. At the HSS level, there were a few students who were found to have gone in for Apprenticeship training and then took up employment. However, the number of students that took up wage employment immediately after completion of the vocational course at the College level is much higher than at the HSS level. This confirms the positive impact the VEP has had on the youth in Goa.

Feedback from Young Entrepreneurs on Various Issues:

5.4.6 Obstacles Faced by Students in Starting Business:

Starting up a business enterprise no matter how small it is has not been an easy experience for the students. Many HSS students have the desire to start their own business but are met with several obstacles. Some that were within their reach and some beyond. Some of the obstacles faced by students are mentioned below:

- The biggest obstacle a HSS student faces in starting a business immediately after passing the vocational course, is the age problem. Most students at the time of passing the vocational course at the HSS level are found to be minors and hence cannot receive the benefit of any loans to start a business. Being minors they are at times unable to seek employment in well established firms as well.
- Those students who are 18 and above and pursue self employment, claim that it was very difficult to get aid from the Government to start their business as there is either a lot of paper work involved and the procedures take too long to get a loan, while some say they are refused

loans, there are a lot many that claim that they are unaware of the facility available to them to avail of such loans. This shows that the institutions are lacking in their duty to make students aware of the Government loan facility entitled to them. Specially the HSS student passouts face the problem in getting loans and Government authorities involved in sanctioning loans to these students claim that majority of these students are minors and below age and hence loans cannot be given to them. They also say that a lot of these students are unable to provide any surety for the loan.

- Yet another problem faced by the students in seeking self employment is discouragement form family members. Parents feel their sibling is too young to start a business, even though it may be a very small undertaking.
- Financial difficulty is the biggest problem faced by most individuals interested in starting of a business.

In the case of College students interested in starting their own business, the obstacles faced are way fewer. This is because the students are approximately 20 to 21 years of age. Parents too have more confidence in them at this age. The main problem they claimed to face is financial problem.

5.4.7 Source of Income to Start Business:

The sources of income to start the business venture as stated by the students that are self employed are shown in Table 5.12. It can be seen in the table that, majority of the students, both HSS and College passouts, stated that the sources of income to start their business came from their family. Only one was found to have got aid form the Government. Many students claim that even if they are interested in starting their own business, it is like a dream for them

that is too far to achieve as their family cannot afford to help them financially to start their own business nor do they receive funds easily form Government loans.

Table No.5.12 Source of Income to Start the Business

SOURCE OF INCOME TO START THE BUSINESS				
	HSS Self Employed Students Response		College Self Employed Students Response	
	Frequency	Percent	Frequency	Percent
<i>Family</i>	19	82.6%	6	85.7%
<i>Government</i>	1	4.3%	0	0.0%
<i>Others</i>	3	13.0%	1	14.3%
Total	23	100.0%	7	100.0%

* Source: Primary Survey

5.4.8 Student's Satisfaction with Their Business:

Just starting of a business concern is not all that is important, making it successfully run is also equally important. The entrepreneurship development teachers in the institution should be able to be able to guide students as to which area of business to enter so that it runs well. The market should be studied and the right approach to be adopted in order to remain in the business.

Ten out of the 23 students self employed after passing out HSS with vocational, claimed that their business was operating well in terms of yielding profits, while nine said it was satisfactory, the rest were not very happy with the way it was running. While in the case of those self employed after vocational College, just two students said the business was doing well, 3 said it was satisfactory and 2 preferred not to comment.

5.4.9 Relation of Job Taken up With the Vocational Course Studied:

Students that were employed were asked if the employment they took up was in relation to the vocational course studied by them. The reason behind

knowing this was to see if the students put to practice what was studied by them or if they lack confidence in the field of training and eventually take up jobs other than that studied. Table No.5.13 and Table No.5.14 below show the responses given by HSS past Students and College past students that were employed.

**Table No.5.13 Relation of Job to the Vocational Course Studied
(HSS Past Students Response)**

RELATION OF JOB TO VOCATIONAL COURSE STUDIED			
Course Name	Yes	No	Total
Com merce	26 83.9%	5 16.1%	31 100.0%
Engineering	27 67.5%	13 32.5%	40 100.0%
Hum anity	6 46.2%	7 53.8%	13 100.0%
Agriculture	4 66.7%	2 33.3%	6 100.0%
Home Science	15 93.8%	1 6.3%	16 100.0%
Total	78	28	106
Total %	73.6%	26.4%	100.0%

* Source: Primary Survey

**Table No. 5.14 Relation of Job to the Vocational Course Studied
(College Past Students Response)**

RELATION OF JOB TO VOCATIONAL COURSE STUDIED			
Course Name	Yes	No	Total
Com merce	7 70.0%	3 30.0%	10 100.0%
Engineering	39 79.6%	10 20.4%	49 100.0%
Hum anity	7 100.0%		7 100.0%
Total	53	13	66
Total %	80.3%	19.7%	100.0%

* Source: Primary Survey

It was found that there were students who did take up employment not related to the stream studied by them. 26.4% and 19.7% of the students in the case of HSS past and College past students respectively admitted that the jobs taken up by them, either wage employment or self employment was not in connection the vocational course studied by them.

5.4.10 Plans for Further Expansion of Business:

Every competent entrepreneur aims are growing bigger in his business. He possesses a lot of confidence and is willing to take up all challenges wisely. An attempt was made in finding out if this quality existed in the vocational students that start their own enterprises. Students self employed were asked if they had plans to expand their business in future. Table no. 5.15 below shows the response given by students form HSS and Colleges that were self employed.

**Table No. 5.15 Plans for Expansion of Business
(Self Employed Students Response)**

PLANS FOR EXPANSION OF BUSINESS						
	Self Employed HSS Students			Self Employed College Students		
	Response			Response		
	Yes	No	Total	Yes	No	Total
<i>(f)</i>	8	11	19	2	4	6
Total %	42.1%	57.9%	100.0%	33.3%	66.7%	100.0%

* Source: Primary Survey

It can be observed form the table above that, 57.9% and 66.7% of students self employed form HSS and Colleges respectively said they had no interest in expanding their business in future.

The unwilling nature of the entrepreneurs to expand their business explains the attitude of the entrepreneurs. It has been observed that most of these students have not registered their business and carry it out from their residence. They are unwilling to take any risks.

Hence, it can be concluded that most of these entrepreneurs produced by the VEP lack confidence and are not very competent. They do not possess the drive to make their business big someday. Thus from our findings we can conclude that the first hypothesis '*VEP has not been able to produce confident and competent entrepreneurs*' is partially true as very few students of those self employed were found to be enterprising and confident of themselves and were willing to take risks.

5.5 On the Job Training (OJT):

In order to provide for its students specialized skill, the institutions have the responsibility to maintain a good linkage with the industry, which would enable them to give to their students the skill required to be imparted to them. It is only with the exposure to this specialized training that would build confidence in students to take up a job. It has been observed that students of those institutions that have made a serious attempt in building this linkage with the industry, have expressed their satisfaction towards the VEP offered in their school and claim to be more confident to take up jobs after completion of their course. A strong School – Industry Linkage directly reflects on the quality of On the Job Training provided by the institution to its students.

5.5.1 Concept of On the Job Training:

On the job training is an integral component of the VEP and refers to that component of the vocational curricula, which takes place on the job situation

under the supervision of an expert inplant supervisor, aiming at the development of expertise and self – confidence. The OJT provided to students would enable students to use the theoretical and practical knowledge imparted in the schools, in real work situations under expert guidance. This opportunity to get exposure to real work experience, provides the student confidence to take up a suitable job with ease after completion of the vocational course.

Establishment of an effective OJT programme requires thorough planning, and organization and a continuous monitoring of the activities. It involves the dedication and effective involvement of various participants – viz. institution principal, teaching coordinator, OJT Instructor, vocational subject teacher and the student.

5.5.2. The Characteristics of OJT as laid down by the NCERT in the VEP are as follows:

- ❖ It is a planned and organized work experience. OJT is planned and organized by the educational institution and the training is imparted in the industry.
- ❖ OJT helps students to put to practice the theory taught in the classroom. It bridges the gap between education and work. As usually, the theory subjects taught in the classrooms and the limited practicals conducted in the laboratory give little scope of exposure to students of real work experience.
- ❖ The OJT is organized in such a way that it is convenient for the students and Trainer. Either the theory class is conducted in the morning session in the institution while OJT in the evening session in the industry, or in some cases, the OJT is conducted for 45 during the school vacation so that it does not interfere with the regular class time table.

- ❖ OJT facilitates students to attain mastery on the work by observation and working under the supervision of the instructor.
- ❖ OJT may be paid or unpaid. Some industries offer the trainees stipend during the period for which they undergo the training.
- ❖ OJT also prepares the student psychologically in developing entrepreneurship qualities, so that he is in a position to take up self employment in future.
- ❖ The student undergoing training in the industry is at an advantage as he is exposed to the latest technology and equipments which may not be available in schools.
- ❖ In the vocational curriculum 70% weightage is given to vocational theory and practice.

It is the responsibility of the Principals and the teaching faculty to take the initiative in bridging the gap between the institute and the industry. However, it has been observed that many don't want to take this initiative as they consider it as an additional burden. Because of unwillingness on the part of the teaching faculty in building this linkage, students of some institutes complete the VEP without OJT. However, some educational institutes ask students to find OJT for themselves. As a result, students with an influential background find training for themselves in reputed organizations while some have to depend on the institute to place them in some organization for training. Students of the CGDM course in the HSS in Pernem were found not to be provided any OJT. They claimed to have been taken to a Factory for a visit to show the different textiles. That was the only field visit they had for one day.

Students of the Marketing and salesmanship course at the College level, were also not provided with OJT.

5.5.3 On The Job Training For Commerce Based Courses:

The vocational programmes in business and commerce are designed to prepare students for entry level jobs in a variety of service occupations. The commerce based vocational courses offered in the state are Accounting, Auditing & Taxation, Office Secretaryship & Stenography, Insurance, Marketing & Salesmanship, and Industrial Management. Preparation of students for such in-service type of occupations requires a combination of a good theoretical base, technical skills and development of human relations. The theoretical knowledge obtained in the classroom should be accompanied by practical training in a realistic environment. And this is made possible by good OJT.

Students of commerce based courses should be exposed to office tasks such as typing, preparing and editing written memoranda, processing invoices for payment, filing of papers and documents, maintaining records of receipts and payments, filing of income tax returns, etc. depending on the course opted for. They should become familiar with all business papers, forms, documents; learn effective techniques and processes appropriate for various tasks and develop interpersonal skills.

It is the exposure to this practical knowledge and experience, that will differentiate the students of the commerce vocational course from that of the general stream students. As it has been observed that, many commerce course students on passing out from the general stream are not familiar with even simple business papers and processes. However, the absence of OJT in the

commerce based vocational course, brings the course on similar lines as the general commerce course. When personally interviewed, the Heads of Educational Institutions both at the HSS and College level were of the opinion that there is no much distinction in curriculum between the commerce based courses of the vocational stream, and commerce based courses of the general stream. They were of the view that it was mainly the OJT that made the difference. And this factor was not given due importance by most of the institutions offering commerce based courses.

During personal interaction with the HSS students of the commerce based courses, many students expressed their dissatisfaction towards the OJT given to them. They claimed that they did not get the required practical training and exposure that is required to supplement the theoretical classroom teaching. This is because the organization where they were placed for OJT, utilized the students time for getting other manual jobs done from them that would otherwise take up the time of their regular staff. For example, a student studying the Accounting, Auditing and Taxation course was asked to do simple calculations instead of being exposed to several other practical aspects that they need to be exposed to during OJT. At the College level, it was observed that the institutions offering the Commerce based vocational courses did not give due importance to OJT. OJT was not provided to the students by some. Instead of undergoing OJT in some firm or enterprise, some students were asked to take up some project work.

Based on the above, we can conclude that the seventh hypothesis of this study, that is: '*There is no distinction in curriculum between the commerce based courses of the vocational stream, and commerce based courses of the general stream*' is partially true. As it is mainly the OJT that would make the

big difference, but when OJT is not given much importance then there is no much difference found in the curriculum of the commerce based courses of the vocational stream and the commerce based course of the general stream.

Opinion of Various Respondents on the OJT Provided:

In order to evaluate the OJT provided to the students, it was necessary to have the opinion of various respondents. Hence, HSS and College students that were presently undergoing the course as well as past students were asked their opinion on the OJT provided. Besides these, the Heads of Educational Institutions were also asked their opinion on the OJT provided.

5.5.4 Students Satisfaction With OJT Provided:

In order to understand how effective the OJT conducted was, it was felt necessary to seek student opinion on the training provided to them at the industry. HSS and College Students, presently studying the course as well as past students were asked to rank the OJT given to them according to their level of satisfaction.

The reason behind seeking the opinion about the OJT form Present as well as past students was to see if there was any difference in opinion by the students after completion of the course and after they enter the world of work where they actually put to use the OJT that they underwent through during their course.

The ranks given to the students level of satisfaction were Excellent(E), Good (G), Satisfactory (S) and Poor (P). Table No.5.16 and Table No. 5.17 shows HSS present and past student satisfaction with the OJT given to them in the industry or organization where they underwent the training. While Table

No.5.18 and Table No.5.19 shows the College Present and Past students opinion on OJT conducted.

Table No.5.16 HSS Students Satisfaction with OJT Provided

STUDENT SATISFACTION WITH OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
OSS	29 38.7%	35 46.7%	11 14.7%		75 100.0%
AAT	18 40.9%	21 47.7%	5 11.4%		44 100.0%
INS	10 52.6%	3 15.8%	6 31.6%		19 100.0%
MKT. & S	10 66.7%	4 26.7%	1 6.7%		15 100.0%
COMP.T	15 48.4%	15 48.4%	1 3.2%		31 100.0%
CGDM	18 30.0%	25 41.7%	17 28.3%		60 100.0%
CRM	20 58.8%	10 29.4%	3 8.8%	1 2.9%	34 100.0%
T & T.	8 53.3%	6 40.0%	1 6.7%		15 100.0%
AET	4 21.1%	5 26.3%	10 52.6%		19 100.0%
MREEDA	18 47.4%	18 47.4%	2 5.3%		38 100.0%
ET	13 56.5%	8 34.8%	2 8.7%		23 100.0%
INDUS.M	2 16.7%	5 41.7%	4 33.3%	1 8.3%	12 100.0%
FCL	3 30.0%	5 50.0%	2 20.0%		10 100.0%
HCL	2 100.0%				2 100.0%
B & C	8 72.7%	3 27.3%			11 100.0%
Total	178	163	65	2	408
Total %	43.6%	40.0%	15.9%	0.5%	100.0%

* Source: Primary Survey

**Table No.5.17 HSS Students Satisfaction with OJT Provided
(Past Students Responses)**

STUDENT SATISFACTION WITH OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
OSS	16 59.3%	10 37.0%	1 3.7%		27 100.0%
AAT	5 27.8%	11 61.1%	2 11.1%		18 100.0%
INS	4 44.4%	3 33.3%	2 22.2%		9 100.0%
MKT. & S	7 58.3%	5 41.7%			12 100.0%
COMP.T	6 30.0%	10 50.0%	4 20.0%		20 100.0%
CGDM	3 18.8%	10 62.5%	2 12.5%	1 6.3%	16 100.0%
CRM	4 50.0%	4 50.0%			8 100.0%
T & T.	9 60.0%	4 26.7%	2 13.3%		15 100.0%
AET	5 18.5%	17 63.0%	4 14.8%	1 3.7%	27 100.0%
MREEDA	7 46.7%	5 33.3%	2 13.3%	1 6.7%	15 100.0%
ET	5 19.2%	15 57.7%	6 23.1%		26 100.0%
INDUS.M	1 6.3%	9 56.3%	6 37.5%		16 100.0%
FCL	5 35.7%	5 35.7%	1 7.1%	3 21.4%	14 100.0%
Total	77	108	32	6	223
Total %	34.5%	48.4%	14.3%	2.7%	100.0%

* Source: Primary Survey

The above two tables show the responses given by the HSS Present and Past students. There is no much distinction found in the responses given by both the category of students. Most of the students presently studying the course as well as those who have past out have expressed their satisfaction with the OJT undergone by them.

Table No.5.18 College Students Satisfaction with OJT Provided

STUDENT SATISFACTION WITH OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
I. CHEM	2 7.7%	15 57.7%	9 34.6%		26 100.0%
B.TECH.	5 25.0%	9 45.0%	5 25.0%	1 5.0%	20 100.0%
COMP. A.	4 28.6%	7 50.0%	2 14.3%	1 7.1%	14 100.0%
EEM		1 50.0%		1 50.0%	2 100.0%
ADVT. & S.	9 60.0%	3 20.0%	3 20.0%		15 100.0%
Total	20	35	19	3	77
Total %	26.0%	45.5%	24.7%	3.9%	100.0%

* Source: Primary Survey

Table No.5.19 College Students Satisfaction with OJT Provided

(Past Students Responses)

STUDENT SATISFACTION WITH OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
I. CHEM	3 13.0%	12 52.2%	7 30.4%	1 4.3%	23 100.0%
B.TECH.	3 12.0%	18 72.0%	3 12.0%	1 4.0%	25 100.0%
COMP. A.	3 18.8%	7 43.8%	6 37.5%		16 100.0%
EEM		3 60.0%	2 40.0%		5 100.0%
T & T	2 50.0%	1 25.0%	1 25.0%		4 100.0%
ADVT. & S.	1 14.3%	6 85.7%			7 100.0%
Total	12	47	19	2	80
Total %	15.0%	58.8%	23.8%	2.5%	100.0%

* Source: Primary Survey

The above two tables give the responses given by College students that are presently studying the course as well as College Past students on their opinion on OJT undergone by them during their course. In this case we find that majority of the students have ranked the OJT as Good. But however there many who are of the opinion that the training was just Satisfactory. 26%of the Students presently studying the course felt the OJT was Excellent, while just 15% of the past students said it was Excellent.

5.5.5. Educationalists Opinion on OJT Provided to Students:

The Head of Educational Institutions form HSS as well as Colleges were asked their view on the OJT provided to the students. Most of them claimed that the Institution does its best and that what is within their reach, in order to provide the students with good OJT. But however, a few principals of institutions that were located in rural areas claimed that they are not able to place their students in the right kind of industry that would give them exposure to good Training due to the industrial backwardness of the area. So students are placed in places what ever is available and convenient.

When asked if the OJT imparted during the course was sufficient to help students build confidence in themselves in order to take up employment, 16 Educationalists at the HSS level and 5 at the College level claimed that the duration of training provided was too less to help students gain confidence on a job. Most HSS level students underwent a training of just 30 - 45 days during their course, while the College students underwent OJT of only one month during their three years degree course. The duration of training however, they felt was good enough to provide students with sufficient exposure to a job. But for those students interested in taking up self employment, they claimed that they require more exposure to OJT as they need to be good at the job to gain confidence to start their own venture. This could be a reason why not many students take up self employment. They claimed that such interested students should go in for Apprenticeship Training after completion of their course and that would help them gain confidence.

Although we have seen that majority of the students at the HSS as well as College level show satisfaction towards the OJT provided to them, and claim that overall practical training provided to them during their course was sufficient, Educationalists are of the view that OJT for a duration of just 30 - 45 days is too less to help students gain confidence in them.

5.5.6. Students Opinion on Teaching Instructor for OJT:

Students presently studying the course were asked their opinion on the Teaching faculty for OJT. They had to rank the OJT Instructor based on his ability to teach effectively and practical knowledge on the job. In a similar fashion as earlier the students ranked the instructor with ranks of either, Excellent, Good, Satisfactory and Poor. Table No.5.20 and Table No.5.21 below give the HSS Students and College Students opinion on Teaching Instructor for OJT respectively.

Table No.5.20 HSS Students Opinion on Teaching Instructor for OJT

STUDENTS OPINION ON TEACHING INSTRUCTOR FOR OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
OSS		21 27.3%	14 18.2%	42 54.5%	77 100.0%
AAT	1 2.3%	15 34.1%	10 22.7%	18 40.9%	44 100.0%
INS			5 26.3%	14 73.7%	19 100.0%
MKT. & S			4 26.7%	11 73.3%	15 100.0%
COMP.T		6 19.4%	14 45.2%	11 35.5%	31 100.0%
CGDM	1 1.9%	11 20.8%	13 24.5%	28 52.8%	53 100.0%
CRM		2 5.9%	11 32.4%	21 61.8%	34 100.0%
T & T.			4 26.7%	11 73.3%	15 100.0%
AET			7 36.8%	12 63.2%	19 100.0%
MREEDA		2 5.3%	18 47.4%	18 47.4%	38 100.0%
ET			8 34.8%	15 65.2%	23 100.0%
INDUS.M	1 8.3%	4 33.3%	4 33.3%	3 25.0%	12 100.0%
FCL		4 40.0%	2 20.0%	4 40.0%	10 100.0%
HCL	1 10.0%	5 50.0%	3 30.0%	1 10.0%	10 100.0%
B & C			2 18.2%	9 81.8%	11 100.0%
Total	4	70	119	218	411
Total %	1.0%	17.0%	29.0%	53.0%	100.0%

* Source: Primary Survey

Table No.5.21 College Students Opinion on Teaching Instructor for OJT

STUDENTS OPINION ON TEACHING INSTRUCTOR FOR OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
I. CHEM	2 7.4%	10 37.0%	15 55.6%		27 100.0%
B.TECH.	5 25.0%	7 35.0%	7 35.0%	1 5.0%	20 100.0%
COMP. A.	2 11.8%	6 35.3%	8 47.1%	1 5.9%	17 100.0%
EEM		1 50.0%		1 50.0%	2 100.0%
ADVT. & S.	3 60.0%	3 20.0%	9 20.0%		15 100.0%
Total	12	27	39	3	81
Total %	14.8%	33.3%	48.1%	3.7%	100.0%

* Source: Primary Survey

It can be seen from Table No.5.20 and Table No.5.21 above that the HSS students have not given a good opinion on the teaching ability of the OJT Instructor as 53% of the students have ranked the Instructor as Poor. While in the case of the College students ranking the OJT Instructor, a majority of 48.1% have ranked the instructor as Satisfactory, while 14.8% and 33.3% of the students seemed to be more than satisfied with the Instructor and given the rank of Excellent and Good respectively.

Although the HSS students have showed dissatisfaction towards the Instructor, it can be observed from their response to the OJT provided to them, that they were satisfied with the OJT. But however, have not graded the OJT Instructor well. The reason behind this could be that the Instructors at the industry do not have sufficient time to devote towards these students. And hence the students have shown dissatisfaction towards the Instructors.

5.5.7. Industrialists View on Students Undergoing OJT:

An attempt was made to understand the seriousness and interest level of the students undergoing OJT. Hence Industrialists were asked their opinion about

the students attitude towards the OJT conducted. Table No.5.22 shows the responses of the industrialists towards the students from various area of study.

**Table No.5.22 Industrialist's Opinion on Attitude of Students Towards
On the Job Training**

INDUSTRIALIST'S OPINION ON ATTITUDE OF STUDENT TOWARDS OJT					
Course Name	Excellent	Good	Satisfactory	Poor	Total
Commerce	4 30.8%	4 30.8%	3 23.1%	2 15.4%	13 100.0%
Engineering	7 46.7%	3 20.0%	2 13.3%	3 20.0%	15 100.0%
Humanity	1 25.0%	3 75.0%			4 100.0%
Agriculture				2 100.0%	2 100.0%
Home Science	1 16.7%	4 66.7%		1 16.7%	6 100.0%
Total	13	14	5	8	40
Total %	32.5%	35.0%	12.5%	20.0%	100.0%

* Source: Primary Survey

It can be seen that most of the industrialists have ranked the students interest level as excellent and Good. While 20.0% however have ranked them as Poor and feel the students lack interest in the OJT conducted. Because of this lack of interest on the part of the students, Industrialists sometimes consider them a burden for them. It was seen that the students of Agriculture based courses lacked interest in OJT. Industrialists under whom students of Science based courses at the College level did OJT were pleased with the students performance and were of the opinion that the course curriculum specially of Bio-Technology course meets their requirement.

It is well understood that an effective On the Job training programme is vital in facilitating students find suitable employment opportunities, either in other firms or in developing small-scale entrepreneurs among themselves. As training gives students confidence in taking up employment.

5.6 Various Aspects Necessary in Students Successfully Getting Employed:

It has been observed that there are various aspects which are responsible for a student to be successfully employed after the completion of the vocational programme. Whether it be wage or self employment, the student takes up employment on successful completion of the course based on the factors such as the practical training given to the students in the institution, On the Job Training provided at the Industry selected for training, the efficiency of the teaching faculty teaching the course, the effectiveness of the ED and GFC course and its teaching faculty in bring about self-employment, the age and family economic background of the student, financial difficulties faced by students. These factors are discussed in details below:

5.6.1 Practical Training in Institution:

Practical training is an essential part of the VEP. The development of entrepreneurs is not possible if sufficient practical training is not given to students. Sufficient and the right kind of exposure to practical knowledge, will build confidence in them to start their own enterprise. However it is observed that many HSS and Colleges fail to give their students the sufficient practical training required.

Opinion of Various Respondents on the Practical Training Provided:

In order to evaluate the practical training provided to the students by the institute, it was necessary to have the opinion of various respondents. Hence, HSS and College students opinion as well as the opinion of teaching faculties from the respective institutions was taken.

5.6.1.1 Student Opinion on Quality of Practical Training Offered in Institution:

Quality of practical training given to students in the institution is graded by the students of the HSS and Colleges in Table No. 5.23 and Table No. 5.24

respectively. It also reflects on the interest taken by the institution in the providing the students with practical training. The practical training provided by the institution is very essential in helping them learn the job. This gives them confidence in going in for on the job training and later in taking up employment. Ranks given by students according to their level of satisfaction with the practical training were as follows, Excellent (E), Good (G), Satisfactory (S) and Poor (P).

Table No. 5.23 HSS Students Opinion on Practical Training Given in the Institution

STUDENTS OPINION ON PRACTICAL TRAINING PROVIDED BY HSS					
Course Name	Excellent	Good	Satisfactory	Poor	Total
OSS	14 51.9%	9 33.3%	3 11.1%	1 3.7%	27 100.0%
AAT	7 36.8%	11 57.9%	1 5.3%		19 100.0%
INS	5 50.0%	3 30.0%	1 10.0%	1 10.0%	10 100.0%
MKT. & S	7 58.3%	5 41.7%			12 100.0%
COMP.T	6 30.0%	12 60.0%	2 10.0%		20 100.0%
CGDM	4 23.5%	12 70.6%	1 5.9%		17 100.0%
CRM	5 55.6%	2 22.2%	2 22.2%		9 100.0%
T & T.	7 46.7%	7 46.7%	1 6.7%		15 100.0%
AET	8 29.6%	13 48.1%	6 22.2%		27 100.0%
MREEDA	7 41.2%	8 47.1%	1 5.9%	1 5.9%	17 100.0%
ET	8 30.8%	15 57.7%	3 11.5%		26 100.0%
INDUS.M	3 18.8%	9 56.3%	3 18.8%	1 6.3%	16 100.0%
FCL	3 21.4%	7 50.0%	3 21.4%	1 7.1%	14 100.0%
Total	84	113	27	5	229
Total %	36.7%	49.3%	11.8%	2.2%	100.0%

* Source: Primary Survey

Table No.5.24 College Students Opinion on Practical Training Given in the Institution

STUDENTS OPINION ON PRACTICAL TRAINING PROVIDED BY COLLEGE					
Course Name	Excellent	Good	Satisfactory	Poor	Total
I. CHEM	2 8.7%	12 52.2%	9 39.1%		23 100.0%
B.TECH.	3 12.0%	18 72.0%	2 8.0%	2 8.0%	25 100.0%
COMP. A.	4 19.0%	11 52.4%	5 23.8%	1 4.8%	21 100.0%
EEM		3 60.0%	2 40.0%		5 100.0%
T & T	2 20.0%	1 10.0%	4 40.0%	3 30.0%	10 100.0%
ADVT. & S.	1 9.1%	8 72.7%	2 18.2%		11 100.0%
Total	12	53	24	6	95
Total %	12.6%	55.8%	25.3%	6.3%	100.0%

* Source: Primary Survey

It can be observed in the tables below that most of the students seem to be satisfied with the practical training given to them in their institution. 36.7% and 49.3% of the HSS students have ranked the training given as Excellent and Good respectively. While 12.6% and 55.8% of the College students have ranked the training given to them in the College as Excellent and Good respectively.

5.6.1.2 Teaching Faculties Opinion on Practical Training Offered in Institution:

The teaching faculty from HSS and Colleges teaching the vocational course were asked their opinion on whether the Practical training offered to the students by the institution during the course was sufficient for them to take up a job confidently. The HSS and College level Teaching Faculties responses are recorded in Table No. 5.25 and Table No.5.26 respectively as either 'Adequate' or 'Inadequate'. 'Adequate' suggests that the Teaching faculty is of the opinion that the practical training given to the students was sufficient for them to take up a job confidently on completion of the vocational course. And 'Inadequate'

suggests that the training provided was not sufficient. Here practical training includes the overall practical training provided to the students during the course.

Table No.5.25 HSS Teaching Faculties Opinion on Overall Practical Training Provided to Students During the Course

TEACHERS OPINION ON PRACTICAL TRAINING			
Course Name	Adequate	Inadequate	Total
Agriculture	0 0.0%	2 100.0%	2 100.0%
Commerce	9 56.3%	7 43.8%	16 100.0%
Engineering	10 58.8%	7 41.2%	17 100.0%
Home Science	7 58.3%	5 41.7%	12 100.0%
Humanity	1 100.0%	0 0.0%	1 100.0%
Total	27	21	48
Total %	56.3%	43.8%	100.0%

* Source: Primary Survey

Table No.5.26 College Teaching Faculties Opinion on Overall Practical Training Provided to Students During the Course

TEACHERS OPINION ON PRACTICAL TRAINING			
Course Name	Adequate	Inadequate	Total
Commerce	2 50.0%	2 50.0%	4 100.0%
Engineering	12 80.0%	3 20.0%	15 100.0%
Humanity	0 0.0%	1 100.0%	1 100.0%
Total	14	6	20
Total %	70.0%	30.0%	100.0%

* Source: Primary Survey

The Teaching Faculty at the College level are more confident about the kind of training offered to the students and hence 70% claim that in their opinion the training given to the students is sufficient for them to take up a job confidently. Where as at the HSS level, 56.3% of the teaching faculty says the training provided is adequate. There is still a 43% of teaching faculty at the HSS level

who feels that the training given to the students is not up to the mark or is inadequate to enable a student to take up a job confidently on completion of the course.

5.6.1.3 Duration of the Practical Training:

Along side, the quality training that is important, duration of the training is also equally important. The more the student gets on hand practical knowledge and experience, the more confidence is build by the student. HSS and Colleges provide their students with a minimum of 30 days of OJT, besides the practical training given to them in the institution. It was important to know from the students, if the duration of the overall training offered to them during the course (i.e. practical training given in the institute as well as OJT if provided) was sufficient to take up a job. An attempt was made to know if the overall practical training given to the students during their course was able to give them enough exposure, to do a given job on their own. Table No. 5.27 and Table No. 5.28 below gives the opinion of HSS and College students(Past Students) respectively. The students gave their opinion if the overall duration of practical training given to them during their course was adequate or inadequate.

**Table No. 5.27 Duration of Overall Practical Training Provided
(HSS Past Students Opinion)**

STUDENTS OPINION ON OVERALL PRACTICAL TRAINING			
Course Name	Adequate	Inadequate	Total
Commerce	57 69.5%	25 30.5%	82 100.0%
Engineering	51 61.4%	32 38.6%	83 100.0%
Humanity	8 57.1%	6 42.9%	14 100.0%
Agriculture	11 78.6%	3 21.4%	14 100.0%
Home Science	20 80.0%	5 20.0%	25 100.0%
Total	147	71	218
Total %	67.4%	32.6%	100.0%

* Source: Primary Survey

**Table No. 5.28 Duration of Overall Practical Training Provided
(College Past Students Opinion)**

STUDENTS OPINION ON OVERALL PRACTICAL TRAINING			
Course Name	Adequate	Inadequate	Total
Commerce	8 57.1%	6 42.9%	14 100.0%
Engineering	25 40.3%	37 59.7%	62 100.0%
Humanity		6 100.0%	6 100.0%
Total	33	49	82
Total %	40.2%	59.8%	100.0%

* Source: Primary Survey

A majority of the college Past students claimed that the overall duration of training given to them was not sufficient to take up a job confidently. Whereas a majority of 67.4% of the HSS past students were of the opinion that the overall duration given to them was sufficient.

5.6.2 Students Age:

It has been understood that the students age plays an important role in the level of maturity of students and understanding to take up a responsible task involved in employment. This is especially true in the case of students wanting to start up their own business venture.

During personal interview, some of the teachers and head of educational institutions were of the view that HSS past students are not mature enough to take up a self employment. And this was also the opinion of many parents and industrialists. However some head of educational institutions and teaching faculty did say that there were many students that did have a fire in them to start their own business enterprise and would succeed but they lacked the support form their families. Students too claimed that parents lacked confidence because of their tender age and were not willing to risk money in letting them

invest it in starting up a business. Students said they faced the same problem if tried getting aid from the Government.

It has been observed that majority of the students that are self employed are from the age group of 21- 23 years in the case of HSS passouts. While in the case of College pass out students were found to be 24 – 26 years of age. This shows that the students prefer to either continue with higher education or take up wage employment in order to get additional work experience before starting their own business enterprise.

5.6.3 Students Socio- Economic Background:

Family income of the students is known to have an impact on the students decision and choice of occupation. It has been observed that most of these students offering the vocational course are working in private firm and earning low salaries. It has been seen that students from a lower family income group are the ones who seek employment soon after completion of their course. While those who are well off, usually do not feel the need to take up employment immediately. The same is reverse for students that wish to take up self employment, and are unable to because of financial reasons.

Table No.5.29 and Table No. 5.30 below shows the family income of HSS and College Past students respectively. The table displays the income levels of only those past students that were successfully employed. It was observed that a majority of the students employed belonged to the income group whose family income (per month) was Rs. 3000 and less. It has also been observed that majority of the students studying in institutions located in rural areas, come from families with an agricultural background. But most of these do not wish to continue with their parents occupation. While a majority of students studying in

urban institutions have their parents employed in the service sector and are comparatively well off than those in the rural areas.

Hence, it can be said that the student's economic background also plays a deciding role on the student's choice in going in for higher education or taking up employment on completion of the course. As the family income mentioned by students revealed that, it was mostly the students that fell in the lower income group that went in for employment on immediate completion of the course. (As seen in Table No.5.29 and Table No.5.30) Where as, mostly students that belong to relatively higher income groups opted to go in for higher education after completion of their course. These students mostly had their parents employed with stable jobs in the service sector. The reason for this could be that the students don't feel the need to take up employment immediately on completion because of stable income families.

Table No. 5.29 Family Income of HSS Students (Past Students Employed)

<i>Family income of HSS Students (Past Students Employed)</i>				
<i>(Monthly Income)</i>				
	-3000	3000 - 5000	5000+	Total
<i>(f)</i>	55	42	20	117
Total %	47.0%	35.9%	17.1%	100.0%

* Source: Primary Survey

Table No.5.30 Family Income of College Students (Past Students Employed)

<i>Family income of College Students (Past Students Employed)</i>				
<i>(Monthly Income)</i>				
	-3000	3000 - 5000	5000+	Total
<i>(f)</i>	41	14	15	70
Total %	58.6%	20.0%	21.4%	100.0%

* Source: Primary Survey

5.6.4 Production cum Training Center (PTC):

The basic reason for the adoption of production – cum – training centers to be established in the institute is learning through “hands on experience”. This method of teaching by doing will greatly enhance the skill learning of the vocational students. For this purpose the establishment of PTC at the plus two institutions where adequate infrastructural base is provided by the central financing is thought as a solution and will enable the programme to become self-sufficient. The other aspects of generating finance are that the direct beneficiaries viz. the students and industry should share a major burden on providing running expenses.

The Teaching Faculty were asked if their institution had started a Production cum Training Center for the students. 16 HSS Teachers claimed that they have started Production cum Training centers. While 18 say they had not started. 14 of the Teaching faculty however did not respond to the question. When asked the Teaching Faculty for their opinion if they felt it necessary for an institute to have one and if they were willing to take the initiative to start one if required, 22 said they feel it is necessary to have one but only 12 said they would take the initiative in establishing one.

5.6.5 Work Culture:

We observe work culture in an industry. This feature is absent in an educational institution which works for much shorter periods than an industrial concern. A vocational institute should work like an industry only then it will be able to instill in its students the value for work. If an institute is able to develop this work culture amongst its students there will be lesser numbers of students pursuing higher education. This atmosphere could be better developed if the vocational education programme is conducted along side polytechnics and ITI's

instead of General education schools. The school carrying out the programme should be able to run its workshop profitably and create confidence among the students so that they feel confident enough to go in for self employment and run their own enterprise profitably. The success of a PTC depends on the work culture in the institution. If they need to succeed, they would have to work like a commercial unit from 10:30 to 5:00 and for 200 days in a year. The staff also needs to be given a reasonable salary that is linked to their productivity.

It was studied that courses like Bakery and Confectionary, Tailoring and Garment Making are great courses that can do very well if institutions start their own production cum training centers. However, none of the institutions running these courses have PTC to support these courses.

Besides the factors mentioned above which are studied to be responsible in order for a vocational student to seek employment easily on completion of the course, other factors such as adequate infrastructure, dedicated and knowledgeable teaching faculty (discussed in chapter 4) are also equally responsible. In addition to these are factors such as effective OJT discussed earlier.

Besides the factors mentioned above that are responsible for the student to be employed, it was also felt necessary to understand the students intention behind joining the vocational stream. As it could be that the student did join the vocational course, but not with the intention of taking up employment on completion of the course. Hence it was felt necessary to find out the reason behind the students joining the vocational course.

5.7. Main Reason Students Joined Vocational Education:

An attempt was made to study the reason why students that joined the Vocational stream did so. Weather it was their interest to take up a job (either self employment or wage employment) or where they merely used the vocational course a means to go in for further studies.

It was found that there were also some rare cases of students that enroll themselves into the vocational course at the plus two level even after ITI's and some after completing plus two in general stream, although the minimum educational qualification for admission has been class X. It has been understood that these cases of students have joined due to their dissatisfaction with their previous course and in other cases it was as they did not get into the course of their choice when they applied. Some joined to take the benefit of On the Job Training as it would make it easier for them to seek employment.

Table No 5.31 and Table No. 5.32 below give the reasons mentioned by HSS and College students respectively for joining the vocational stream. They were asked the reason for joining the vocational stream, if the reason for opting for the subject was because the student felt the course had prospects for employment opportunities (self employed or wage employed), or their interest in the vocational stream was because they wanted to go in for higher education with the training and knowledge obtained, or any other reasons.

**Table No.5.31 Main Reason Students Opt for the Vocational Stream in
HSS (HSS Students Response)**

STUDENTS RESPONSE TO REASON FOR OPTING FOR VOCATIONAL STREAM					
Course Name	Wage Emp.	Self-Emp.	Higher Edu.	Others	Total
OSS	14 18.2%	48 62.3%	12 15.6%	3 3.9%	77 100.0%
AAT	9 20.5%	20 45.5%	14 31.8%	1 2.3%	44 100.0%
INS	4 21.1%	10 52.6%	5 26.3%	0 0.0%	19 100.0%
MKT. & S	2 13.3%	8 53.3%	4 26.7%	1 6.7%	15 100.0%
COMP.T	11 35.5%	9 29.0%	11 35.5%	0 0.0%	31 100.0%
CGDM	8 13.3%	47 78.3%	4 6.7%	1 1.7%	60 100.0%
CRM	14 41.2%	16 47.1%	0 0.0%	4 11.8%	34 100.0%
T & T.	10 66.7%	4 26.7%	1 6.7%	0 0.0%	15 100.0%
AET	0 0.0%	13 68.4%	3 15.8%	3 15.8%	19 100.0%
MREEDA	7 18.4%	22 57.9%	9 23.7%	0 0.0%	38 100.0%
ET	6 26.1%	10 43.5%	7 30.4%	0 0.0%	23 100.0%
INDUS.M	2 16.7%	4 33.3%	5 41.7%	1 8.3%	12 100.0%
FCL	0 0.0%	9 90.0%	1 10.0%	0 0.0%	10 100.0%
HCL	8 80.0%	2 20.0%	0 0.0%	0 0.0%	10 100.0%
B & C	3 27.3%	8 72.7%	0 0.0%	0 0.0%	11 100.0%
Total	98	230	76	14	418
Total %	23.4%	55.0%	18.2%	3.3%	100.0%

* Source: Primary Survey

Table No.5.32 Main Reason Students Opt for the Vocational Stream in Colleges (College Students Response)

STUDENTS RESPONSE TO REASON FOR OPTING FOR VOCATIONAL STREAM					
Course Name	Wage Emp.	Self-Emp.	Higher Edu.	Others	Total
I. CHEM	6 22.2%	13 48.1%	7 25.9%	1 3.7%	27 100.0%
B.TECH.	2 10.0%	4 20.0%	13 65.0%	1 5.0%	20 100.0%
COMP. A.	16 57.1%	3 10.7%	8 28.6%	1 3.6%	28 100.0%
EEM	1 50.0%	1 50.0%	0 0.0%	0 0.0%	2 100.0%
T & T	12 63.2%	5 26.3%	2 10.5%	0 0.0%	19 100.0%
ADVT. & S.	20 55.6%	9 25.0%	6 16.7%	1 2.8%	36 100.0%
Total	57	35	36	4	132
Total %	43.2%	26.5%	27.3%	3.0%	100.0%

* Source: Primary Survey

It can be observed from the tables above that majority (55%) of the HSS students joined the vocational stream with the intentions of starting their own business. While a majority (43.2%) of the College students claimed that they joined the vocational stream with the intentions of getting employed in some firm or organization.

In order to check the reliability of the students responses, at the end of the questionnaire, they were asked what would their immediate step be after passing out, and as per their response it was observed that: A majority of 37.3 % of the HSS students said they wanted to take up wage employment, while 27% wanted to go in for self employment. And 28.5% of the students claimed they wanted to go in for further studies.

While in the College students, 56.8% of the students, stated that on completion of their course they plan to take up wage employment, while only 6.1 % had intentions to start their own business.

Conclusion:

From the findings of this chapter we can conclude that the HSS students were satisfied with the GFC curriculum provided to them but not with the GFC teacher. The College student's suggested that the EDS curriculum required improvement and claimed to be satisfied with the EDS Teacher. Some of the suggestions made by the Heads of educational institutions regarding the GFC/EDS subject was that, it requires to have a more practical approach. This would make the subject more interesting to students.

With regard to the profile observed of the vocational past students, it can be concluded that the VEP has made an attempt in encouraging small scale entrepreneurs among the youth through the GFC/ED subjects included in the curriculum. However, the attempt made is not a serious and full hearted one. The GFC/ EDS Teaching faculty on their part, need to take up the challenging role as motivators and encourage students to go in for self employment giving them the necessary guidance required by them. Only then the numbers of students going in for self employment would increase.

As per the findings of this chapter, we can conclude that the third hypothesis that is, *'vocational passouts lack confidence in getting employed after completion of their course due to lack of proper entrepreneurship development classes and OJT, and this diverts them to higher education'*, is true.

This is because it was found that entrepreneurship development classes did lack quality. An overall students response towards the GFC/EDS course as well as the course teacher was not a very positive one. Hence it can be said that lack of proper entrepreneurship development classes is a responsible factor.

The hypothesis is true as regards the OJT variable as well. As the duration of OJT provided to students is definitely too less to help students gain confidence to take up employment on completion of their course.

Hence it can be said that all these factors contribute towards the student lacking confidence in starting up a business concern.

But it was observed that besides these two factors, there were other factors as well responsible for students going in for higher employment, such as the age factor, their desire to pursue higher education, the economic status of family and the students own motive behind opting for the vocational stream.

A majority of the students have claimed that the main reason for them joining the vocational stream was their interest in getting employed. However, it is seen that many HSS past students do not take up employment soon after completion of their course. While the College past students do go in for employment. Other reasons responsible for students not taking up employment on completion of the course is, that many institutions have not made a serious attempt in creating the right kind of work environment through PTC's and School Industry Linkages and hence students join for higher education as they lack confidence in taking up a job.