

# **EVALUATION OF UGC CAREER ORIENTED COURSES ON EMPLOYABILITY OF THE STUDENTS IN SOUTH INDIA**

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conducted by S.V. University, Tirupati)*

## **REPORT**

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## Preface

The education system in India is second largest in the world with more than 700 universities, more than 35000 colleges with an enrollment of 20 million students. Among them, 85 percent are enrolled in graduate programmes and one sixth in engineering / technology courses. Further, majority of the students are in graduation followed by post graduation, diploma and certificate courses. The employability of the aspirants according to the NASSCOM report, 35 percent of the graduates, 12 percent of the engineering graduates are employable. Further, Third Employment and Unemployment Survey 2012-13 indicated that unemployment rate among illiterates is lower than the educated. The reasons for large scale unemployment are found to be low growth rate, lack of employability, mis-match of skills, lack of industrial tie up etc., In order to promote the employability among the graduates and to enhance their competencies, the University Grants Commission has introduced the Scheme of Vocationalization of Higher Education later re-named as Career Oriented Course Programmes and is being implemented throughout the country since Xth Five Year Plan. The programme has offered a wide variety of courses (2741) covering more than 2000 colleges and more than one lakh students. As the programme is in operation for a quite a long period, there is a need to assess its performance, identify the strengths and weaknesses to replicate and rectify them so as to make them more relevant. In the above backdrop, the present study was taken up to evaluate the Career Oriented Courses in terms of their employability, relevance, quality, facilities available, enrollment, transition and profile of the stakeholders etc.,

The report of the study has been presented in ten chapters viz., Introduction, Status of the Career Oriented Courses, Career Oriented Courses: Skill enhancement and market ability, Stakeholders opinion towards Quality, relevance and employability of the courses, facilities problems and performance of the courses facilities Profile, motives, Opinion, Problems and course priorities, Opinion of the ex-students, Suggestions for the improving the quality, Summary and Recommendations.

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## LIST OF ABBREVIATIONS

AICTE	:	All India Council of Technical Education
B. Sc	:	Bachelor of Science
B.A	:	Bachelor of Arts
B.Com	:	Bachelor of Commerce
BBA	:	Bachelor of Business Administration
BC	:	Backward Castes
BCA	:	Bachelor of Computer Application
BPO	:	Business Process Outsourcing
CA	:	Chartered Accountant
CASE	:	Council for Advancement and Support of Education
CD	:	Computer Disc
CEO	:	Chief Executive Officer
CII	:	Confederation of Indian Industry
COC	:	Career Oriented Courses
COP	:	Career Oriented Programme
CSIR	:	Council of Scientific and Industrial Research
DCA	:	Diploma in Computer Applications
DTP	:	Desktop Publishing
ED course	:	Entrepreneurship Development courses
ERO	:	Education Review Office
ERP	:	Enterprise Resource Planning
GDP	:	Gross Domestic Product
GOI	:	Government of India
HEIC	:	Higher Education Institutions
HR	:	Human Resource
IAMR	:	Indian Association of Medical Research
IAS	:	Indian Administrative Service
ICT	:	Information and Communication Technology
ICWA	:	Indian Chartered Works Account
IPS	:	Indian Police Service
IRPM	:	Industrial Relation and Personnel Management
IT	:	Information Technology
ITES	:	Information Technology Enabled Service Sectors
KM	:	Kilometer
LAN	:	Local Area Network
LCD	:	Liquid Crystal Display



LPG	:	Liquid Petroleum Gas
M.Com	:	Master of Commerce
M.Phil	:	Master of Philosophy
M.Sc.	:	Master of Science
MA	:	Master of Arts
MHRD	:	Ministry of Human Resource Development
MLT	:	Master of Lab Technology
MNC	:	Multi-National Companies
MS Office	:	Microsoft Office
NASSCOM	:	National Association of Software Companies
NEP	:	National Education Policy
NGO	:	Non-Government Organization
NSDC	:	National Skill Development Council
OBC	:	Other Backward Communities
OC	:	Open Category
PGDCA	:	Post Graduate Diploma in Computer Applications
Ph.D	:	Doctor of Philosophy
PHP	:	Personal Home Page
PSC	:	Public Service Commission
SC	:	Scheduled Caste
SD	:	Standard Deviation
SQL	:	Structured Query Language
ST	:	Scheduled Tribes
TA	:	Travel Assistance
TNPS	:	Tamil Nadu Public Service
TV	:	Television
UG	:	Under Graduate
UGC	:	University Grants Commission
VB	:	Visual Basic
VTP	:	Vocational Training Programmes
WAN	:	Wide Area Network

## EXECUTIVE SUMMARY

Education system in India is the second largest after China. It has more than 700 Universities (Central, State and Deemed to be) with more than 35000 affiliated colleges catering to the needs of more than thirty millions of the students throughout the country (MHRD, GOI). But, the education system in India which is general in nature could not cater to the demands of the employment market both nationally and globally. As a result of this, majority of the graduates coming out of the institutions are not able to meet the requirements of the industry and remained unemployed. Hence, in order to promote the quality of human resources and to make use them in the pace of development of the country's economy, the Government of India under the aegis of the University Grants Commission has introduced the vocationalisation of the higher education to equip the students with employable skills and competencies required as per the global needs. The Scheme was initiated during VIII-th Plan Period and continued till Xth Plan Period. It was re-designed as Career Oriented Courses and being implemented from XI-th Plan Period. As the programme is in operation for a long period, there is a necessity to assess the programme to identify its relevance and performance. In the light of the above, the present study was formulated with the following objectives.

1. To identify the career oriented courses organized by the colleges in arts, commerce and science streams.
2. To study whether the courses introduced are of career and market oriented and skill enhanced in nature.
3. To study the performance (enrollment, transition, success rate) of the career oriented courses organized in the colleges.
4. To study the facilities extended and organizational problems encountered by the colleges.
5. To identify the socio-economic and psychological profile of the students opting for the career oriented courses.
6. To study the motives for enrollment, academic problems encountered and opinions of the students towards the employability of these courses.
7. To find out the course priorities of the students towards add on courses.
8. To study the opinions of the stakeholders towards the quality, relevance and extent of employability of the courses.

9. To study the opinions of the ex-students towards the extent of utility of the courses for jobs, self employment and empowerment of the students.
10. To suggest the suitable measures for improving the quality of the course and employability of the participants of career oriented courses

### **Methodology**

The study was conducted in the Southern Region of the country covering the states of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. The colleges implementing the career oriented courses, faculty, students participating in the courses and students who have completed the courses were considered as universe of the study. For the purpose of the present study, 20 Universities, 80 affiliated colleges, 120 courses, 240 faculty, 720 current students and 240 ex-students constitutes as sample of the study. Based on the objectives of the study, specially designed tools were administered to the respective sample. As the study is of explorative in nature, simple statistical techniques like percentages, mean, SDs were calculated for analyzing the data and drawn inferences. The major findings of the study are as follows:

### **Findings**

#### **Status of the Programme**

1. During 2007-08 to 2011-12, 2741 courses were sanctioned to 2060 colleges and released Rs. 203.01 crores by the UGC.
2. The distribution of the courses shows that out of 2741 courses, 47.06 percent of the courses were in Arts / Social Sciences followed by Science (31.78%) and Commerce (21.016%).
3. The Region-wise distribution shows that the West has received 33.78 percent of the courses followed by South (27.47%), North (23.96%), North-East (7.48%) and East (7.29%). The Western region has organized 926 courses through 701 colleges followed by the Southern region with 753 courses through 569 colleges, Northern region with 657 courses through 459 colleges. The North-East has involved 164 colleges to organize 205 courses and Eastern region, 167 colleges have organized 200 courses.
4. The year-wise distribution of the courses shows that the UGC has sanctioned 739 courses in 2007-08, 513 in 2008-09, 617 in 2009-10 and 872 in 2011-12.
5. The course-wise details shows that 75.05 percent of the colleges have organized one course followed by two courses (17.48%), three courses (6.89%), four courses (0.53%) and five courses (0.04%).

### **Courses organized by the colleges, Skill Enhancement and Marketability**

6. The colleges selected for the study have organized courses in Arts, Science and Commerce. The courses organized under Arts are intended for the promotion of soft skills and competencies required for service sector. The courses organized are : Journalism, Entrepreneurship Development, TV News Reading, Human Rights, Medical Lab Technology, Panchayat Raj and Rural Development, Rural Handicrafts, Counseling Skills etc., In the areas of computers, they have organized D.T.P., Computer Applications, Graphic Design, Animation, Advanced Programme in Web Designing. In addition, the colleges have also organized Classical Music, Epigraphy and Fashion Designing.
7. The courses in Science are of different kinds and different areas such as Gemology, Geo-Informatics, Food Science, Plant Resource Development, Bio-Informatics, Soil and Water Analysis, Hardware and Networking, Medical Lab Technology, Net-Sim, Information Technology, Embedded System, Computer Networking etc., Further, the colleges also organized Food Production, Bakery and Confectionary, Medical Botany, Flori-Culture, Fermentation Technology, Clinical Diagnosis, Medical Lab Technology, Soil and Water Analysis, Aquaculture, Food Science, Electrical and Electronic Maintenance.
8. The courses under Commerce stream are Hospital Management, Cooperative and Business Management, Tax Management, Financial Management, Hospital Waste Management, Retail Management, Event Management, Tourism and Hotel Management, Human Resource Management, Insurance, Taxation, Environmental Management, E-Commerce, Garment Production, Accounting Test etc.,
9. Half of the colleges organizing the courses indicated that the students are getting gainful employment after completion of the course and one fourth each felt that it paves a way to enter into the self employment and higher studies respectively. The courses are also helping the students in obtaining employment and in enhancing the competencies to compete for the jobs.
10. Majority of the faculty indicated that the present course is a future occupation of the students. The courses enhanced the employment opportunities, job managerial skills, personal competencies, qualifications etc., and there is a demand for the courses (96%). More than half of the faculty indicated that their students have secured employment immediately after completion of the course. The areas of employment avenues are

production and service sectors, modern agriculture, industries, handicrafts, computers, catering, fashion world and one third of the enrolled were secured the jobs in service sector viz., taxation, journalism, front office management, library assistant, software, financial institutions etc., on temporary basis.

### **Quality, Relevance and Employability**

11. The colleges indicated that courses are employment oriented and students are gainfully employed after completing the courses and one fourth each of the students are opting for self employment and further studies. The colleges in addition to the existing faculties have hired the manpower required to organize the course ranging from 2 to 4 faculty members per course. The experts have been hired from the academics, industry, practitioners.
12. The faculty felt that present course is the future occupation of the student, helps in securing the employment, enhances employment opportunities, promote job managerial skills. Employment opportunities are available throughout the year and one fourth of them felt it is seasonal. Faculty viewed that the quality of the courses in terms of its utility of experts, provision of teaching learning materials, practical training, transaction of curriculum, promotion of competencies, skills, relevant to the industrial needs is satisfactory.
13. The students felt that the course enhances their future opportunities, future job avenues, enable them to secure jobs, increase the employment avenues, equip with competencies and increase scope for self employment.
14. The quality of the courses in terms of coverage of syllabus, generation of employment skills, on hand training, assessment, arranging resource persons, feedback, opportunities for higher education, extent of employment opportunities, scope of the job in the local market etc., is satisfactory. However, the linkage with industry is found to be weak link.
15. An equal number of the students perceived that the employability of the courses is low and high and 42.8 percent of them felt it is moderate.
16. The perceptions of the students towards employability of the courses discloses that the courses were able to enhance the future opportunities, future job avenues, enable courses to secure jobs, increases employment avenues, equip with the competencies required for job, increase scope for self employment.

### **Facilities, Problems and Performance**

17. There is no regular faculty to teach the Career Oriented Courses, but the faculty required has been hired for short duration on temporary basis.
18. Thirty percent of the colleges using their regular staff for teaching the classes and 70 percent of the colleges are hiring the staff ranging from one to seven. In addition, experts from the institutions, industry, free lancers and practitioners have been invited as guest faculty.
19. The curriculum was transacted by adopting different strategies, theory, practical and field visits. Supplemented with further reading of the books.
20. The colleges have provided physical facilities, experts, practical training, campus recruitment. The additional facilities required includes audio-visual aids, laboratory facilities, internships and promoting soft skills, hands on training etc.,
21. Lack of interest among the students, semesterization, organizing classes on part time basis, limited time, expensive, lack of University level monitoring and certification, getting experts, dropout problem, attending internships by the students are some of the problems faced by the colleges.
22. The performance of the courses shows that about 60 percent of the students are dropping out at various levels. It ranges 1 to 20 students depending on the nature of the courses. The performance of the courses shows that 40.62 percent of the enrolled have completed advanced diploma only.
23. The reasons for dropouts are clash of the course work with the regular classes, too much academic pressure due to semesterization, lack of interest, lack of awareness about the utility of the courses, part time employment, heavy fee, difficulty to attend the classes in the evening etc.,

### **Profile, Motives, Problems and Course Priorities of the Students**

24. The profile of the current students shows that majority of them belongs to women, 19-20 years, backward castes, urban, science group, first year, day scholars, located within 5 KMs of distance, travelling by bus and three fourths of them are pursuing certificate courses.
25. The psychological profile of the current student shows that majority of them have low aspiration, poor in subject matter, not willing to participate in practical work, not able to concentrate on the subject, follow the teaching and poor in reasoning. Further they are not serious in competitiveness,

maintaining rapport with peer group, capacity of interaction with others and poor in academic performance. The students have been distributed almost equally among low, moderate and high psychological profiles.

26. Friends, Lecturers have motivated the students to enroll in the Courses.
27. The motives for enrollment in the courses are time pass, friends enrolled, utilize the facilities, adopt the trade as future occupation, managing the future jobs, to secure immediate job, to enhance their competencies and the good teachers attracted them. The level motivation possessed by them shows that majority of them have moderate motivation.
28. The students' opinion towards academic aspects shows that they are satisfied with regard to the expert lectures arranged, availability of teachers, teachers' commitment, completion of the syllabus in time, quality of the course material, standard of teaching, relevance of the books, availability of the library facilities, practical training arranged in the course etc.,
29. The problems encountered by the students are mostly personal and academic in nature.
30. The courses organized are service oriented mostly relating to the computer, job oriented, skill promotion programmes. The courses required by the students are related to service, production based and self employment oriented.

#### **Ex-students' opinion towards the course**

31. The profile of the ex-students shows that majority of them belongs to female, younger, back-ward castes, rural, science graduates, middle income, nuclear families, agricultural and casual labour occupation, residing less than 10kms from the college and recent pass out groups. Majority of families have 4 to 6 members, half of them are illiterates and among literates majority of them are primary educated only.
32. The courses completed by the ex-students are mostly Arts and Science courses and only few of them are commerce. Majority of the sample are certificate holders.
33. The prime motivator for their enrollment is teachers followed by parents and friends. The motive for their enrollment is to enhance their employment opportunities followed by to secure employment and enhance managerial skills.

34. The impact of the courses in terms of securing employment revealed that the students have secured jobs in Government, Private sector and Self employment.
35. The ex-students are aware about the employment status of their co-students and nearly half of them revealed that 4 to 10 of their batch mates have secured employment. The gestation period of securing employment is immediate in half of the cases followed by less than six months after completion of the course.
36. The future employment opportunities as per ex-students for the courses are private sector followed by self employment and Government sector. Majority of them felt that courses enhances the employment opportunity, managerial skills, competencies, creates more avenues for the jobs and the service sector had provided the employment opportunities for them. The employment avenues are available throughout the year for the competent students.
37. The institutions organizing courses have provided the infrastructural facilities, experts, books and other facilities. During the transaction of curriculum adequate practical training, home assignments, need based curriculum and practical aspects have been taught.
38. One fifth of the students are getting employment immediately and they felt restructuring of the curriculum for enhancing the employability through incorporating advanced concepts, provision for advanced software, industry and institutional collaboration, internship, regular monitoring and assessment is required.
39. The institutions should arrange expert lectures, conduct regular monitoring, provide information on employment opportunities, organize additional courses and create placement cell for enhancing the employment.
40. The additional facilities suggested includes lab equipment, increase of duration, internet facilities, advanced software, practical training, more reference books etc.,
41. The additional course suggested by the former students are mostly the courses for promotion soft skills, professional courses, skill oriented, service sector and mechanical in nature.



### **Suggestions of the Stakeholders for improving the quality of the Courses**

42. The suggestions of the colleges mostly relating to the academic, administrative such as provision of regular staff, more grant-in-aid, certification from the University, orientation for the teachers, introduction of project work and viva-voce, industry tie up etc.,
43. The faculty has suggested for orientation for teachers, suitable audio-visual equipment, hiring of experienced faculty, adequate lab and other infrastructure, tie up with the industry, more practical trainings etc.,
44. The students suggested for qualified and efficient faculty, industry tie up, interaction with experts, practical training, exposure to the field visits, provision for capacity building etc.,
45. The ex-students suggested for expert lectures, regular monitoring, placement cell, additional courses, additional facilities, more reference books and hands on training.

### **Recommendations**

1. It is estimated that only 5 percent of the Indian youth are vocationally trained and country's target of skilling 500 million people by 2022. The current capacity of institutions imparting skill development is only 3.1 million per annum. Hence, there is a need to cover more students in the coming years. Hence, it is suggested that vocational training on par with regular education should be provided through Career Oriented Courses to increase the coverage of students initially to the tune of atleast 5 millions per annum. In order to attain the above, all the colleges need to be involved in organizing Career Oriented Courses either as a part of the regular curriculum or separate course to promote employability among the students.
2. The Career Oriented Programmes are conceived and implemented by the colleges without any uniformity and monitoring from the universities. As a result, the certificates issued by the colleges are not favourably viewed by the industry. Hence, it is suggested that the courses organized should have uniformity in terms of curriculum, monitoring and certification. The UGC should take initiatives to prepare core curriculum for the courses, provide specific guidelines to the universities and colleges for effective monitoring and maintaining the quality of the courses. Half of the curriculum of the Career Oriented Courses should be incorporated with practical work and field exposure.

3. The Career Guidance and Counselling cells need to be sanctioned to all the colleges and strengthened wherever they are functioning. These cells should create awareness among the students about the career opportunities, further education and self employment avenues etc.,
4. The UGC and University should organize orientation programmes to the colleges and the faculty for conceiving, implementing and conducting examinations relating to the Career Oriented Courses.
5. Convergence need to be promoted among the institutions organizing the vocational education and training such as Community Colleges, Adult Education, Home Science, Community Polytechniques, Welfare Departments etc., for the benefit of the college youth.
6. The Grant-in-Aid provided to the courses is not adequate to meet the manpower, creation of facilities, organizing industry tie ups and procurement of books and materials required for the course. Hence, the ceiling of the grant-in-aid provided to the colleges need to be increased based on the nature of the course.
7. A Consortium of colleges organizing Career Oriented Courses need to be established for collaboration, coordination and to bring the uniformity in the course syllabi, examination system and certification.
8. The UGC should constitute a committee to re-structure the guidelines, courses, grant-in-aid to make them more viable, uniform and career oriented.

# Chapter I

## Introduction

*The Chapter provides an insight about the origin and procedures involved in implementation of the carrier orientated courses, objectives research questions, research design and methodology adopted and chapterization of the report.*

India, the second largest populous country in the world, faces twin problem of unemployment and poverty. In order to accelerate its pace of development and to increase the annual growth rate, it has introduced New Economic and Industrial Policy (NEP) in 1991. The impact of the policy is visible in the areas of construction, automobiles, pharmaceutical, garments, trade, tourism; education etc., As a result of this, there is a significant increase in the GDP growth rate i.e., 11.8% in 2003. Due to the recession in economy, the growth rate has decreased significantly to 7.4% in 2009-10 and 5.37% by May 2012 (Praveen Sinha, 2013). However, during this period, the education system has been expanded enormously leading to the significant increase in the qualified human resources on one hand and the slowing down of the economy on the other. This has created a social unrest among the youth as they could not find employment matching to their qualifications.

The education system of India is very strong with 700 universities with more than 35000 colleges accommodating more than 30 million students. Among the Universities, there are Central Universities (44), State Universities (Public 306, Private 154), Deemed Universities (Private and Public 126) and Institutions of National Importance (67). The enrollment of the students at the Graduation level is 17.4 millions followed by Post graduation (2.4 million), Research (0.16 million), diploma and certificate courses (3.3 million). The enrollment in the distance education is 4.2 million with an annual growth rate of 11% in the three decades. The private sector is playing a pivotal role in the growth of higher education. The share of unaided institutions of higher learning is around two third of the total number of institutions. Similarly, it accounts for 60% of the total enrollment. The enrollment in the private institutions has increased at a growth rate of 11% in the last five years as compared to 7% in Government institutions (MHRD, GOI).

The NSDC forecasted that industrial expansion in the next five years will create 75 to 80 million jobs and 75 to 90% of all additional employment required some vocational training. The current capacity of the vocational training institutions is imparting in the country is 3.1 million per annum against countries target of skilling 500 million people 2022. Further felt that the current education system is not responsive to the skill demands of the existing and future industry leading to a supply demand gap on various counts. Further outside the school system the vocational training centers are ill equipped to handle the demand and are accessible to a limited number of students who passed at least 10 and 10<sup>+</sup> (NSDC website).

The assessment by Wheebox, People Strong in collaboration with Confederation of Indian Industry (CII) revealed that employers in 2014 will stress on skills rather than qualification. The findings revealed that only 34% of the graduates coming out of the higher education institution would be employable and most of them lack necessary skills required for any role in the industry. Further, it has stated that the students coming out of the higher education institution were not only poor in English language but the basic domain knowledge in respective fields were also very poor. Lack of confidence and poor problem solving skills was there in most of the students (Wheebox).

According to National Association of Software Companies (NASSCOM), each year over three million graduates are added to the Indian work force. However, of these, only 25% of technical graduates and 10-15% of IT and ITES segments are employable. However knowledge, skills and resourcefulness of people are critical domains for the sustainable development, economic and social upliftment and creation of knowledge society. It is estimated that India would require a work force of 2.3 million employees in the IT and IT enabled service sectors by 2015. In the last past 15 years, India could produced 1.6 million professionals and faces the uphill task of producing another 0.8 million by the end of 2015. (Deepak Menaria, [www.globallogic.com](http://www.globallogic.com)).

According to the All India Council of Technical Education (AICTE), the number technical schools in India including the Engineering colleges are actually more than tripled the last decade. Despite tremendous increase in number of engineering colleges, not more than seven percent of the Indian aged 18-25 go to such colleges, nearly 40% of the people in the age group of 15 years and above are illiterate, further majority of the Universities and Educational Institutions are following the age old syllabi and not able to gear up to the current trends (Deepak Menaria, [www.globallogic.com](http://www.globallogic.com)). The student coming out of these institutions are not equipped to meet the current industry requirement and often these industries have to incur additional expenses to train the new staff.

Further, the Prime Minister in his independence day speech way back in 2006 stressed upon the issue of skill gaps *i.e., we will need to ensure for greater availability of educational opportunities at the higher educational levels so that we have not just literate youth but a skilled youth, with skills which can fetch them gainful employment as our economy booms and as industry grows, I hear a pressing complaint about an eminent shortage of skilled employees. As a country endowed with human resources we can let this be a constraint* (NSDC, Home page). On the other hand, the NSDC projected a huge demand - supply skill gap of 90% in India and estimated that only 5% of youth in India are vocationally trained entitling the requirement of vocational training. The skill gap appears to be staggering, i.e., 75% of the graduates are deemed unemployable, 55% in manufacturing, 55 % in health care and 50% in banking and insurance.

The mis-match between the educational system and employment market is largely due to the production of graduates and post graduates based on the theoretical curriculum without any practical training. Hence the largest pool of graduates in India is generalists with broad socio economic knowledge but no specific technical skills (British Council). The low employability of graduates is driven by factors like outdated curricula,

shortage of quality faculty, high student-teacher ratio, lack of institutional and industry linkage and lack of autonomy to introduce new and innovative courses.

In order to improve the quality of education, to generate quality manpower and to make use them readily in the employment market, there is a need to equip the graduates, post-graduates along with their regular subjects with specialized vocational skills according to their aptitude. Keeping in view of the changes occurring due to the globalization of education, the University Grants Commission has taken initiatives to make the current Indian Higher Education System more relevant and career oriented with focus on quality and excellence. As a first step, the University Grants Commission (UGC) initiated a major programme of vocationalization at under graduate level during 8<sup>th</sup> Five Year Plan Period (1994-95) and continued upto Xth Five Year Plan Period. The scheme was designed to ensure that graduates who pass out after completing these courses would have knowledge, skills and aptitude for gainful employment in the wage sector in general and they could be engaged in self-employment. During the 10<sup>th</sup> Five Year Plan Period, the UGC provided assistance to 3,383 colleges and 43 Universities to the tune of Rs. 286.77 Crores (UGC). Based on the needs and requirements of the country, it has been modified as Career Oriented Programme in the 11th five year plan.

### **Scheme of Career Oriented Courses**

The Career Oriented Programme introduced by the UGC is a flexible system of certificate/diploma/advanced diploma programme which run parallel to the conventional B.A., B.Com., and B.Sc degrees course. The objective of the programme is to introduce career and market oriented, skill enhancing, add-on course that have utility for job, self employment and empowerment of the student. At the end of the three years, the students will be equipped with certificate/diploma/advanced diploma in an add-on orientation course along with a conventional degree. Further it is aimed to train the students to promote knowledge, competencies and skills in the

selected areas along with their regular education; to equip the students with required aptitude and competitiveness to choose the future employment; to enable the Universities/Colleges to develop their own courses based on the local needs for promoting the employability among the students (UGC Guidelines).

### **Courses**

As per the UGC guidelines the institutions should offer a wide range of career-oriented subjects in various related areas. Some of the indicative courses suggested in science stream include Information and Computer technology, Refrigeration, Biotechnology, Hospital Waste Disposal Management and Sericulture etc., For the Social Science and Humanities streams the course suggested are of inter-disciplinary in nature viz., Applied Sociology, Applied Psychology, Tourism, Fashion Designing, Translation Proficiency, Television and Video Production. Under Commerce stream, the courses suggested are Insurance, Banking, E-commerce, World Trade, Foreign Exchange Trade, Retailing etc., The courses offered should have the freedom to diversify into various fields not necessarily related with the students' core discipline.

### **Procedure**

The colleges intended to organize the Career Oriented Courses need to submit their proposal to the UGC through their respective University along with the details such as nature of the course, syllabi including theory, practicals and dissertation / project work etc., in the prescribed proforma. The subjects of the courses may be employment oriented, need based, non-traditional courses from all the disciplines. The application should also provide the information relating to the intake of the students, collaborating agencies, faculty, guest faculty, institutional resources available etc.,

## **Financial Assistance**

In order to operationalise the above, the UGC has provided one time grant as seed money for purchase of books and journals, equipment, laboratory facilities, contingency and remuneration for the regular/ guest faculty. The quantum of seed money is Rs.7 lakhs per course in the Humanities and Commerce stream and it is Rs.10 lakhs in science streams for five years and the institutions can opt for a maximum of three courses.

## **Syllabus and credits**

The colleges / institutions should formulate their own courses. The syllabus should be devised with the help of subject experts based on the academic needs and market requirements and submit for the approval of the statutory bodies of the University. In order to avoid the delay in getting approvals, the Vice-Chancellor may permit the introduction of the courses on the basis of the recommendations of the University level committee within two months of allotment of the grants. If the University fails to approve the syllabi within prescribed limit, the same may be treated as approved.

The certificate course will have 20 credits and each credit will have fifteen hours of work load of which eight credits should be assigned to the field work and project work. The diploma course will have forty (20 credits earned during certificate course) credits. Each credit will have fifteen hours of work load of which eight credits should be assigned to the field work and project work. In case of advanced diploma course, the course will have sixty credits (40 credits earned together during certificate and diploma course) and each credit will have fifteen hours of work load of which eight credits should be assigned to the field work and project work.

## **Certification**

The colleges interested in awarding the certificates must apply to the University well in advance to seek the approval of the academic bodies. A



joint certificate can be issued by the college, if the University approves the proposal of the college. The college can go ahead with all the formalities in organizing the courses and issue the certificates even if the University does not respond within stipulated time.

### **Procedure for approval**

The proposals received in the prescribed format will be discussed in an interface meeting by the expert committee with representatives of the respective institutions and make recommendation about the institution and subject/course to be allotted. After accepting the recommendation of the expert committee, the UGC approves and releases the grant.

### **Monitoring and evaluation of the programme**

The colleges / institutions required to submit the progress report on a prescribed format to the UGC on regular basis. Further, the UGC constitutes an expert committee along with the one or two standing committees for Career Oriented Programmes to visit the institutions individually or in groups to review the implementation of the scheme. In addition, the college / institutions need to constitute a career oriented council which will maintain a profile of the local job opportunities and data bank about the regular students and the students who have completed the career oriented course.

The programme is in operation for the last two decades with different nomenclatures and the current course since 2007. Hence, there is a need to assess its performance in terms of coverage, quality and its usefulness. In the light of the above, an attempt has been made to review the past studies conducted if any and presented in the following pages.

### **Review of literature**

The Scheme of Career Oriented Courses is of recent origin and very few attempts have been made to assess the programme. However, significant studies have been conducted on vocationalization of education in the areas

such as vocational interests, employment and unemployment situation, demand for vocational training, facilities for vocational education, vocational trades, survey of vocational education in different states, appraisal of vocationalization of secondary education, by Jayapoorni (1982), Neeraja Desai and Patel (1985), Dhamakar (1985 & 1985a), CASE (1985), Barooh (1986), Mohanty (1986), Gogate (1987), Javed (1990), Mohan, Gupta and Nirmala (1990), Sen Gupta and Dhota (1990), Vaid and Sengupta (1990), Verma (1990), Bhargava R (1991), Sungoh (1991), Dongi & Intoria (1991), Yadav (2001), IAMR (2001), Ko Jang Wang (2005), Avasti (2007), Rajesh (2005), P.A. Reddy (2006), Nattavad Pimpa and Sudha Suwanna Piron (2007), P.A. Reddy & K. Sudha Rani (2010), P.A. Reddy, D.Uma Devi, E.M. Reddy (2011) etc.,

From the above, it is clear that only sporadic attempts have been made to study various aspects of vocational education and training. In view of the recent origin of the scheme still it has not caught the eyes of researchers. However, the scheme has been evaluated to study its performance by the Planning Commission alone during its initial stage. Hence, a need has been felt to re-assess its performance and to conduct the study on functioning of the Career Oriented Programme, to provide the feedback to the Government of India about its utility, relevance and performance in detail. In the light of the above, the present study was taken up to understand the nature of courses organized, stakeholder's opinion about the courses, infrastructural facilities and human resources available for the courses, creation of employable skills by the courses and extent of attainment of employment by the participants etc., To be specific, the objectives of the study are as follows:

### **Objectives of the Study**

1. To identify the Career Oriented Courses organized by the colleges in arts, commerce and science streams.
2. To study whether the courses introduced are of career and market oriented and skill enhanced in nature.

3. To study the performance (enrollment, transition, success rate) of the Career Oriented Courses organized in the colleges
4. To study the facilities extended and organizational problems encountered by the colleges.
5. To identify the socio-economic and psychological profile of the students opting for the Career Oriented Courses.
6. To study the motives for enrollment, academic problems encountered and opinions of the students towards the employability of these courses.
7. To find out the course priorities of the students towards add on courses
8. To study the opinions of the stakeholders towards the quality, relevance and extent of employability of the courses.
9. To study the opinions of the ex-students towards the extent of utility of the courses for jobs, self employment and empowerment of the students.
10. To suggest the suitable measures for improving the quality of the course and employability of the participants of Career Oriented Courses

### **Research Questions**

Based on the above objectives, the following research questions are formulated for providing answers.

1. What are the Career Oriented Courses organized in Arts/Social Science, Commerce and Science?
2. Whether the courses introduced are of career and market oriented and skill enhanced in nature?
3. What is the extent of performance of the (enrollment, transition, success rate) Career Oriented Courses organized in the colleges?

4. What are the facilities extended and organizational problems encountered by the colleges?
5. What is the socio-economic and psychological profile of the students opting for the Career Oriented Courses?
6. What are the motives for enrollment, academic problems encountered and opinions of the students towards the employability of the courses?
7. What are the Career Oriented Courses preferred by the students?
8. What is the opinion of the stakeholders towards quality, relevance and extent of employability of the courses?
9. What is the opinion of ex-students towards the extent of utility of the courses for jobs, self employment and empowerment of the students?
10. What are the suitable measures for improving the quality of the Career Oriented Courses ?

### **Research Design**

The study was conducted in the Southern Region of the country covering the states of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. All the state universities having affiliated colleges were considered for the study. The colleges implementing the Career Oriented Courses, faculty, students participating in the courses and students who have completed the courses were considered as universe of the study. In the process of selecting sample, from among the universities of study area, 20 universities from four states i.e., five universities per state were selected randomly. In the second stage, from among the colleges implementing the Career Oriented Courses under the jurisdiction of the selected universities, 80 colleges i.e., 4 colleges from each University ( $20 \times 4 = 80$ ) were chosen randomly. The colleges chosen were found to be organizing courses ranging from one course to three courses from all the disciplines. In order to have proportionate representation

of the courses, a purposive sample of Arts (40), Commerce (40) and Science (40) streams were chosen from the colleges. However, care was taken to represent all the selected colleges. In the last of stage of sample selection, from each course, from among the students and faculty, 6 students and 2 faculty members per course were chosen randomly as sample of the study respectively. In addition, 2 students who have completed the course were selected as sub sample of the study. Thus the sample frame is as follows:

Universities	:	20
Colleges	:	80
Courses	:	120
Faculty	:	240
Students	:	720
Ex-students	:	240
Total	:	1200

### **Source of Data**

In the light of the objectives and design of the study, information required is from both the secondary and primary sources. The information relating to the guidelines of the scheme, colleges sanctioned the courses, amount sanctioned etc., at the UGC level and the information relating to the courses organized by the colleges, equipment provided and books purchased by the colleges etc., constitute the secondary information. The opinions of the stakeholders of the programme viz., colleges, teachers, students and ex-students and the observations and interaction of the investigator with the stakeholders constitutes the primary information.

### **Research Tools used**

In order to collect the primary information from the stakeholders of the programme, requires certain tools. As the study is of explorative in nature, the tools required to generate both qualitative and quantitative information, the

investigator has developed the research tools for generating the primary information and obtained the approval of the funding body. The details of the tools are as follows:

1. **Questionnaire for Colleges:** A questionnaire intended to collect the information from the colleges about the manpower, infrastructure, academic facilities, enrollment of the students, nature of the courses, amount sanctioned was developed. In addition, information on the special facilities provided for organizing the Career Oriented Courses such as teaching, learning, library, laboratory facilities, practical training, placement provisions, problems encountered, extent of utility of the courses in getting employment and their suggestions for employability of the students and to improve the quality of courses etc., was also included to elicit the information.
2. **Questionnaire for the faculty :** The questionnaire intended for the faculty members was designed to elicit the personal background of the faculty including qualifications, experience and opinion towards the courses i.e., curriculum, practical applicability of the course, basis of designing the courses, extent of information provided to the students, follow up activities organized, facilities available for the courses, additional facilities required, successful courses, problems faced in organizing the courses and suggestions for improving the quality of courses etc.,
3. **Schedule for the current students:** The schedule to the current students was designed to elicit information on their socio-economic background i.e., family background and psychological profile. Further, questions relating to motivational factors, opinion towards the academic aspects, employability and quality of the courses and their suggestions for improving the quality of courses were also included.

4. **Questionnaire for the ex-students** : A questionnaire intended for the ex-students was designed not only to collect the information about their personal background i.e., family background, living index of the family, but also, the course related aspects such as course attended, opinion towards the curriculum, teaching learning aspects, practical utility, employability, facilities provided and additional facilities required, problems faced and suggestions for improvement of the quality of the courses etc.,

The final and approved version of the research devises is enclosed in the appendices.

### **Data collection**

The information required for the study was collected both from primary and secondary sources. The nature of data collected and analysis of the data from primary and secondary are as follows:

The information relating to the studies already conducted in the area was drawn from the review of literature collected from various reports and books. The information on the scheme including the guidelines of the Career Oriented Programmes, number of courses sanctioned to the colleges, amount released were collected from the records maintained at the UGC office and also information presented in the website, annual reports of the UGC. The information relating to the implementation of the programme at the college level was collected from the records maintained at the college level. The secondary information thus collected was analyzed and utilized in the chapter one introduction and in chapter two, status of the Career Oriented Courses.

The primary information relating to the opinions of the stakeholders viz. colleges, teachers, current students and ex-students was collected from the respective samples by administering the tools i.e., the questionnaire for the colleges was circulated to the principals of the selected colleges. The faculty questionnaire was canvassed to the selected faculty to elicit their responses

during the investigators' visit to the colleges. The schedule for the students and ex-students was administered to the selected students. The investigators before administering the schedules assembled all the selected current students for collection of data and explained to them about the study and the information to be provided by them. In case of ex-students, the investigators have identified the ex-students with the help of faculty and contacted them personally as well as by requesting them to come to the college. The investigators before administering the tool, explained to them about the purpose of the investigation and requested them to provide the information. The investigators during their visit to the sample colleges have interacted with the college principal and other faculty and distributed the questionnaires to them for eliciting their opinion towards the courses.

### **Analysis of the Data**

The data thus collected was analyzed by using both qualitative and quantitative methods to draw the inferences. The investigator has utilized simple statistical techniques like Mean, Standard Deviation and Percentages. The Mean and Standard Deviations have been used to classify the students on various parameters such as psychological profile, level of motivation, academic inputs, quality of the courses, employability of the courses etc., into three groups based on the criteria of mean  $\pm \frac{1}{2}$  SD i.e., the students were classified as high scorers and low scorers by adding and deducting the  $\frac{1}{2}$  SD from the mean scores respectively. The sample who scored above mean +  $\frac{1}{2}$  SD score as high scorers, those who scored less than mean -  $\frac{1}{2}$  SD as low scorers and those who scored in between the high and low scores as moderate scorers. The mean values were calculated by adding the scores

$$\text{i.e., Mean} = \frac{\sum X}{N}$$

The standard deviations were calculated by using the formula

$$\text{SD } (\sigma) = \frac{\sum X^2}{N}$$



The percentages were calculated by using the formula

$$\text{Percentage} = \frac{\text{No. of students responded}}{N} \times 100$$

## **Chapterization**

The chapter I provides the information related to the genesis of the programme, programme details such as objectives, courses, procedure, financial assistance, syllabus and credits, certification, procedure for approval, monitoring and evaluation, review of literature, objectives of the study, research questions, research design, source of data, research tools, data collection and analysis of data. The chapter II deals with the status of the scheme of Career Oriented Courses implemented in India i.e., year-wise sanction of the colleges, courses, amount sanctioned, region-wise, discipline-wise courses sanctioned to the colleges in different states. The chapter III describes the Career Oriented Courses organized by the colleges in three different disciplines viz., Arts, Science and Commerce along with the skill enhancement and market orientation of the courses. Chapter IV dealt with the quality, relevance and employability of the courses. Chapter V provides an insight into the facilities, problems and performance of the courses. Chapter VI profile of the students, motives, academic aspects and course priorities of the students. The opinion of the ex-students towards the Career Oriented Courses and their suggestions was provided in the chapter VII. The suggestions of the stakeholders for the improvement of the quality of the programme were incorporated in chapter VIII. The summary and recommendations constitutes the chapter IX. The bibliography, tools and list of the courses were annexed to the report. The details of the objective-wise coverage of the chapters and source of data are as follows:

<b>S. No.</b>	<b>Chapter</b>	<b>Title</b>	<b>Objective</b>	<b>Source of data</b>
1.	I	Introduction	Background of the Study	Secondary
2.	II	Status of the COCs		
3.	III	Career Oriented Courses, Skill Enhancement and marketability	One and Two	Secondary and Primary
4.	IV	Quality, Relevance and Employability of the courses	Eight	Primary
5.	V	Facilities, Problems and Performance of the Courses	Three and Four	Primary
6.	VI	Profile, Motives, Opinion, Problems and Course Priorities of the Students	Five, Six and Seven	Primary
7.	VII	Opinion of the Ex-students	Nine	Primary
8.	VIII	Suggestions for improving the quality	Ten	Primary
9.	IX	Summary and Conclusions		Primary

## Chapter II

### Status of the Career Oriented Courses

*The chapter provides the information and status of the programme in terms of region, state, college, discipline, course wise implementation of the programme in the Country.*

The UGC, for the promotion of skills and competencies among the graduate students to enhance their employability and to facilitate them to enter into the world of work soon after the completion of their graduation, has initially conceived a programme of Vocationalization of Higher Education during VIIIth Five Year Plan and later re-named it as Career Oriented Courses in the XIth Five Year Plan. The Region and State wise sanction of the programmes during 2007-08 to 2011-12 provides an insight about the awareness about the programme, receptiveness, nature of the courses conceived. The chapter provides the year wise, region wise, state wise and college wise sanction of the programme in different parts of the country.

The UGC, during five years of implementation of the programme between 2007-08 to 2011-12 (no course was sanctioned during 2010-11) has sanctioned 2741 courses through 2060 colleges. The region wise sanction of the colleges shows that, the proposals of 701 colleges for 926 courses from the western-region has considered followed by south (colleges-565, courses-753). The North has been sanctioned 657 courses for 459 colleges. In the case of East and North-East, 167 and 164 colleges have been sanctioned with 200 and 205 courses respectively.

During the year 2007-08, the UGC has sanctioned 739 Career Oriented Courses to 704 colleges and provided financial assistance to the tune of Rs. 44.60 Crores. In the year 2008-09, the number of colleges has reduced to 414, but, increased to 501 in the year 2009-10 and again gone down to 441 in 2011-12. The UGC has not sanctioned the programme during the year 2010-11. The trend of the courses sanctioned shows that it is 739 in 2007-08 followed by 513 (2008-09) and it has increased to 617 (2009-10) and 872 in 2011-12. The budget released for organizing the courses was gradually

increased from 44.60 crores in 2007-08 to 64.28 crores in 2011-12 i.e., on an average, it has sanctioned Rs.7.40 lakhs per course.

**Table 2.1**

**Year, Colleges, Discipline Wise Courses and Grant-in-Aid sanctioned**

Year	Colleges	Arts	Commerce	Science	Total	Grant-in-Aid
2007-08	704	392(53.02)	135(18.26)	212(31.39)	739(26.96)	44.60
2008-09	414	262(52.43)	110 (21.44)	134(26.12)	513(18.72)	44.83
2009-10	501	274 (44.40)	145 (23.50)	198(32.10)	617(22.51)	49.30
2010-11	Courses were not sanctioned					
2011-12	441	355 (40.71)	190 (21.78)	327(37.5)	872(31.81)	64.28
Total	2060	1290(47.06)	580(21.16)	871(31.78)	2741	203.01

Source : UGC Records

Out of the total courses, 26.96 percent of the courses were sanctioned during 2007-08, 18.72 percent of the courses were sanctioned in 2008-09, and during 2009-10 and 2011-12, 22.51 and 31.81 percent of the courses were sanctioned respectively. During 2007-08 more than half of the programmes were organized in the arts discipline followed by science and commerce. The trend was sustained in all the years. This shows that both the UGC and the colleges accorded priority for the courses in the discipline of Arts but gradually increased the percentages of the courses in science and commerce.

**Region wise sanction of the Courses**

The Career Oriented Courses sanctioned to the various regions shows that one third of the courses were sanctioned to western region followed by South (27.47%) and North (23.96%). Further, North-East and East were sanctioned 7.48 and 7.29 percent of the courses respectively. The discipline-wise courses revealed that majority of the courses were sanctioned in Arts followed by Science and Commerce. The region wise coverage of the colleges shows that West has received priority followed by South and North. The

proportion of the representation of the East and North East is 8.11 and 7.96 percent respectively.

**Table 2.2**  
**Region Wise Sanction of the Career Oriented Courses**

<b>Region</b>	<b>Arts</b>	<b>Commerce</b>	<b>Science</b>	<b>Total</b>
East	88	49	63	200 (7.29)
North	357	140	160	657(23.96)
North-East	121	22	62	205(7.48)
West	454	187	285	926(33.78)
South	270	182	301	753(27.47)
Total	1290	580	871	2741

**Source :** UGC Records

#### **Region and Year wise coverage of the Courses.**

The region wise sanction of the courses to the colleges shows that lion share has gone to the West. The North and South regions have been sanctioned with 189 and 173 colleges respectively during 2007-08. The East was considered with 67 colleges and 27 colleges of North-East was sanctioned assistance for organizing Career Oriented Courses. Further, 739 courses were sanctioned to 704 colleges during the year 2007-08. Of them, 33.69 percent of the courses were sanctioned to the West region followed by North (28.69%), South (24.09%,) and 9.07 and 3.65 percent of the courses were sanctioned to East and North-East regions respectively.

The discipline wise details show that out of 739 courses i.e., 53.04 % of the courses were sanctioned in arts discipline, followed by science (28.69%) and commerce (18.27%). The region wise sanctions show that the West has received priority (249 courses) followed by North, South and East. The North-East region has received very few courses i.e., 27.

**Table 2.3****Region, College and Discipline wise Courses organized during 2007-08**

S. No	Region	College	Discipline wise Courses			Total courses
			Arts	Commerce	Science	
1	East	67	32	14	21	67
2	North	189	114	45	53	212
3	North East	27	16	3	8	27
4	West	248	158	28	68	249
5	South	173	72	45	67	184
Total		704	392	135	212	739

**Source :** UGC Records

During the year 2008-09, 513 courses were organized in 414 colleges. Of them, 123 colleges have received assistance for organizing 139 courses i.e. 27.09 percent in the Western Region. The North and South were sanctioned 26.71 and 26.51 percent of the courses respectively. Very small number of courses i.e., 59 and 42 were sanctioned to North-Eastern and East region. Discipline wise classification shows that more than half of the courses sanctioned were in Arts, followed by Science and Commerce.

**Table:2.4****Region-wise Coverage of the Colleges along with the Discipline during the year 2008-09**

S.No	Area	Colleges	Arts	Commerce	Science	Total
1	East	36	27	11	4	42(8.19)
2	North	82	83	20	34	137(26.71)
3	North East	53	38	9	12	59(11.50)
4	West	123	71	36	32	139(27.09)
5	South	120	50	34	52	136(26.51)
Total		414	269	110	134	513

**Source :** UGC Records

During the year 2009-2010, 617 courses were sanctioned to 501 colleges. Out of them, 35.98 percent of the courses were sanctioned to West followed by South (29.17%) and North (22.20%). The proportion of courses sanctioned to East and North-East are 6.81 and 5.84 percent respectively. The discipline-wise, 44.41 percent of courses were sanctioned in Arts. The representation of Commerce and Science courses are 23.50 and 32.09 percent respectively.

**Table 2.5**  
**Region-wise Distribution of the Colleges along with the**  
**Discipline - 2009-10**

S.No.	Area	Colleges	Arts	Commerce	Science	Total
1.	East	39	18	8	16	42(6.81)
2.	North	99	78	42	17	137(22.20)
3.	North East	33	22	0	14	36(5.84)
4.	West	179	88	53	81	222(35.98)
5.	South	151	68	42	70	180(29.17)
Total		501	274	145	198	617

**Source :** UGC Records

The region wise and discipline-wise courses sanctioned during the year 2011-12 shows that the UGC has sanctioned Career Oriented Courses to 441 colleges covering 872 courses. More than one third of the courses were sanctioned to West followed by South and North. The representations of the courses were 9.52 and 5.62 percent from North-East and East respectively. Out of the total courses, 40.71 percent of them were Arts followed by Science (37.50%) and Commerce (21.79%).

**Table 2.6****Region and Discipline-wise Colleges for the Year 2011-12**

<b>S.No.</b>	<b>Area</b>	<b>colleges</b>	<b>Arts</b>	<b>Commerce</b>	<b>Science</b>	<b>Total</b>
1.	East	25	11	16	22	49(5.62)
2.	North	89	82	33	56	171(19.61)
3.	North East	51	45	10	28	83(9.52)
4.	West	151	137	70	109	316(36.24)
5.	South	125	80	61	112	253(29.01)
<b>Total</b>		<b>441</b>	<b>355</b>	<b>190</b>	<b>327</b>	<b>872</b>

**Source :** UGC Records

**Year and number of courses organized by the colleges**

The number of courses sanctioned to the colleges by the UGC shows that three fourths of the colleges have been sanctioned one course and 17.48 percent of colleges have been sanctioned two courses. However, 6.89 percent of the colleges have been sanctioned three courses. In addition, 0.53 percent and 0.05 percent of the colleges have been sanctioned with four and five courses respectively. The year-wise courses sanctioned shows that during 2007-08, 95.45 percent of the colleges have been sanctioned one course. However, the number of colleges with single course has decreased to 79.04 in 2009-10 and to 29.93 percent by 2011-12. This clearly shows that the number of courses sanctioned to the colleges has gradually increased i.e., during 2011-12, majority of the colleges (42.63%) have been sanctioned with two courses followed by 29.93 percent with one course and 27.21 percent with three courses. The increase in number of courses to a single college indicates the viability and receptiveness of the courses.



**Table2.7****Year and Course-wise Distribution of the Colleges**

S. No.	Courses	2007-08	2008-09	2009-10	2011-12	Total
1.	One	672(95.45)	346(83.58)	396(79.04)	132(29.93)	1546(75.05)
2.	Two	29 (4.12)	46 (11.11)	97 (19.36)	188(42.63)	360(17.48)
3.	Three	3 (0.43)	14 (3.38)	5 (1.00)	120(27.21)	142 (6.89)
4.	Four	--	7 (1.69)	3 (0.60)	1 (0.23)	11 (0.53)
5.	Five	--	1 (0.24)	--	--	1 (0.05)
Total		704(100.0)	414(100.0)	501(100.0)	441(100.0)	2060 (100.0)

**Source :** UGC Records

**Year, State and Region wise sanction of the Programmes**

The Region and University wise sanction of the programmes shows the awareness about the UGC programmes and receptiveness of the educational institutions to cater to the needs of the area and to promote the skills and competencies among the students. In the above backdrop, an attempt has been made in this section to study the functioning of the Career Oriented Programme implemented by the UGC in all the regions.

**Eastern region**

The UGC has sanctioned Career Oriented Courses to 167 colleges in the Eastern region for promotion of employability among the graduate students. The region has organized 200 courses i.e., Arts 90, Commerce 50 and Science 60 courses. This shows that priority was accorded to the Arts courses followed by Science and Commerce. The UGC has sanctioned courses in the states of Bihar, Jharkhand, Orissa and West Bengal coming under the region.

**Table 2.8****State-wise Distribution of the Courses and Colleges in Eastern Region**

S.No	State	Colleges	Courses			Total courses
			Arts	Science	Commerce	
1.	Bihar	40	20	22	4	46
2.	Jharkhand	8	5	4	5	14
3.	Orissa	46	19	16	15	50
4.	West Bengal	73	46	18	26	90
	<b>Total</b>	<b>167</b>	<b>90</b>	<b>60</b>	<b>50</b>	<b>200</b>

**Source :** UGC Records**Table 2.9****State-wise Distribution of the Courses and Colleges during 2007-12 for Eastern Region**

S. No	State	2007-08					2008-09					2009-10					2011-12				
		A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col
1	Bihar	7	7	0	14	14	2	1	1	4	3	7	7	1	15	14	4	7	2	13	9
2	Jharkhand	0	1	0	1	1	4	2	4	10	6	0	0	0	0	0	1	1	1	3	1
3	Orissa	8	8	7	23	23	6	2	2	10	11	4	3	2	9	8	1	3	4	8	4
4	West Bengal	17	5	7	29	29	15	1	2	18	16	7	5	6	18	17	7	7	11	25	11
<b>Total</b>		<b>32</b>	<b>21</b>	<b>14</b>	<b>67</b>	<b>67</b>	<b>27</b>	<b>6</b>	<b>9</b>	<b>42</b>	<b>36</b>	<b>18</b>	<b>15</b>	<b>9</b>	<b>42</b>	<b>39</b>	<b>13</b>	<b>18</b>	<b>18</b>	<b>49</b>	<b>25</b>

**Source :** UGC Records

The year-wise involvement of the colleges and number of courses sanctioned to different states shows that the UGC has sanctioned the Career Oriented Courses to 67 colleges, one each during 2007-08. The number of colleges has decreased to 25 by 2011-12 i.e., 36 and 39 during 2008-09 and 2009-10 respectively. Similarly, during the year 2007-08, the region has organized 67 courses and 42 each in 2008-09 and 2009-10. However, the number has increased to 49 during 2011-12. The sanction of the courses and colleges in the states of Bihar, Jharkhand, Orissa and West Bengal from 2007-08 to 2011-12 were given in the table 2.9.

## **Northern Region**

The Northern Region of the country comprises of Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Chhattisgarh, Punjab, Delhi, Uttarakhand, and Uttar Pradesh. The UGC has sanctioned the courses to all the States based on the proposals submitted by the Universities / Colleges. The Northern Region has organized 657 courses through 459 colleges. Out of them, 357 courses were organized in Arts, 159 in Science and 141 in Commerce. The number of colleges involved in organizing the courses shows that gradually the courses organized by each college has increased from 1.12 to 1.92 courses. This shows that colleges are coming with new courses to promote employability among the students based on the local needs. The year-wise organization of the courses shows that during 2007-08, 212 courses (Arts -114, Commerce -46, and Science -52) were organized through 189 colleges. However, the number of colleges (82) and courses were decreased (137 i.e., Arts -83, Commerce -20 and Science-34) in the year 2008-09. During 2009-10, again 137 courses were sanctioned to 99 colleges i.e., Arts-78, Commerce-42 and Science-17. The number of courses has increased to 171 i.e., Arts-82, Commerce-33 and Science-56 in the year 2011-12.

The state and year-wise organization of courses shows that only Haryana (39), Rajasthan (48), Punjab (49) and Uttar Pradesh (39) have organized the courses significantly. The other states have represented with only few i.e., Himachal Pradesh (2), Jammu and Kashmir (6), Madhya Pradesh (11), Chhattisgarh (6), Delhi (6), Uttarakhand (6) with one programme per college during 2007-08. In 2008-09, again Haryana (17), Punjab (49) and Uttar Pradesh (56) have organized courses significantly. More or less, the trend continued in the next two years.

**Table 2.10****State-wise Distribution of the Courses and Colleges in Northern Region**

S. No	State	Colleges	Courses			Total courses
			Arts	Science	Commerce	
1	Haryana	75	54	19	28	101
2.	Himachal Pradesh	12	1	4	9	14
3.	Jammu & Kashmir	8	7	6	0	13
4.	Madhya Pradesh	18	6	10	3	19
5.	Rajasthan	46	26	17	18	61
6.	Chattisgarh	6	2	3	1	6
7.	Punjab	142	109	57	46	212
8.	Delhi	9	6	2	2	10
9.	Uttarakhand	6	3	1	2	6
10.	Uttar Pradesh	137	143	40	32	215
	Total	459	357	159	141	657

**Source :** UGC Records**Table 2.11****State-wise Distribution of the Courses and Colleges in Northern Region during 2007-12**

S. No	State	2007-08					2008-09					2009-10					2011-12				
		A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col
1	Haryana	21	5	13	39	36	11	3	3	17	10	11	2	7	20	14	11	9	5	25	15
2	Himachal Pradesh	0	1	1	2	2	0	0	2	2	2	1	1	4	6	6	0	2	2	4	2
3	Jammu & Kashmir	2	4	0	6	5	0	0	0	0	0	1	1	0	2	1	4	1	0	5	2
4	Madhya Pradesh	3	6	2	11	11	2	2	0	4	4	1	1	0	2	2	0	1	1	2	1
5	Rajasthan	19	14	15	48	35	5	1	1	7	7	2	1	1	4	3	0	1	1	2	1
6	Chattisgarh	2	3	1	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Punjab	31	10	8	49	46	24	16	9	49	29	23	10	14	47	31	31	21	15	67	36
8	Delhi	4	1	1	6	6	1	1	0	2	2	0	0	0	0	0	1	0	1	2	1
9	Uttarakhand	3	1	2	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Uttar Pradesh	29	7	3	39	36	40	11	5	56	28	39	1	16	56	42	35	21	8	64	31
	Total	114	52	46	212	189	83	34	20	137	82	78	17	42	137	99	82	56	33	171	89

**Source :** UGC Records

On the whole, Haryana (101), Rajasthan (61), Punjab (212) and Uttar Pradesh (215) were the major stakeholders of the programme. Hence, there is a need to encourage the universities and colleges in the states of Himachal

Pradesh, Jammu and Kashmir, Madhya Pradesh, Chhattisgarh, Delhi and Uttarakhand to make use of the programme for creating better employment opportunities for the youth.

### **North-Eastern Region**

The North Eastern region has received assistance for 164 colleges to organize 205 courses i.e., Arts-120, Commerce-22 and Science-63. The Assam has received a lion's share. The Nagaland and Tripura could not utilize the scheme effectively.

**Table 2.12**

#### **State-wise Distribution of the Courses and Colleges in North-East Region**

S. No	State	Colleges	Courses			Total courses
			Arts	Science	Commerce	
1.	Manipur	20	8	18	1	27
2.	Assam	127	97	44	19	160
3.	Nagaland	2	2	0	0	2
4.	Mizoram	14	13	1	1	15
5.	Tripura	1	0	0	1	1
Total		164	120	63	22	205

**Source :** UGC Records

During the year 2007-08, 27 colleges have organized 27 courses (arts-16, commerce-3 and science- 8). The number of colleges was increased to 53 with 59 courses in 2008-09. The discipline wise sanction of the courses shows that Arts courses (37) were given priority over Commerce (9) and Science (13). During the year 2009-10, 33 colleges have organized 36 courses i.e., Arts-22, and Science –14 and no course was sanctioned in commerce. The courses were increased to 83 (51 colleges) during 2011-12 i.e., Arts (45), Commerce (10) and Science (28).

**Table 2.13****State-wise Distribution of the Courses and Colleges during 2007-12  
for North-East Region**

S. N o	State	2007-08					2008-09					2009-10					2011-12				
		A	S	C	T C	Co l	A	S	C	T C	Co l	A	S	C	T C	Co l	A	S	C	T C	Co l
1	Manipur	1	1	0	2	2	0	5	1	6	6	2	5	0	7	5	5	7	0	12	7
2	Assam	15	6	2	23	23	31	8	8	47	41	14	9	0	23	22	37	21	9	67	41
3	Nagaland	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1	1
4	Mizoram	0	1	0	1	1	5	0	0	5	5	6	0	0	6	6	2	0	1	3	2
5	Tripura	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		16	8	3	27	27	37	13	9	59	53	22	14	0	36	33	45	28	10	83	51

**Source :** UGC Records**Western region**

The UGC has sanctioned 926 courses to the 701 colleges from 2007 to 2012 in three states viz., Gujarat, Goa and Maharashtra. Out of the 926 courses, 454 courses were sanctioned in Arts, followed by Science (285) and Commerce (187). The State-wise details revealed that Maharashtra has lion's share of 637 colleges with 845 courses. In case of Gujarat, 56 colleges were sanctioned with 71 courses. The Goa has received only 10 courses in 8 colleges. In all the states, Arts has got priority over the other two disciplines.

**Table 2.14****State-wise Distribution of the Courses and Colleges in Western Region**

S. No	State	Colleges	Courses			Total courses
			Arts	Science	Commerce	
1	Gujarat	56	33	20	18	71
2	Goa	8	5	4	1	10
3	Maharashtra	637	416	261	168	845
Total		701	454	285	187	926

**Source :** UGC Records

The year-wise and State-wise details shows that during the 2007-08, the UGC has sanctioned 224 courses to Maharashtra, followed by Gujarat

(19) and Goa (6) i.e., One course to each college except two courses to one college in Maharashtra. Among the courses, 158 courses were sanctioned in Arts followed by Science (63) and Commerce (28). The coverage of the colleges and courses were decreased to 123 and 139 respectively during 2008-09. During the year 2008-09, 9 colleges were sanctioned one course in Gujarat and 114 colleges in Maharashtra were provided assistance to organize 130 courses. The Goa could not receive grants for organizing the courses. Further in this region, during the year, 71 courses were sanctioned to Arts followed by Commerce (36) and Sciences (32).

**Table 2.15**

**State-wise Distribution of the Courses and Colleges during 2007-12 for Western Region**

S. No	State	2007-08					2008-09					2009-10					2011-12				
		A	S	C	T C	C ol	A	S	C	T C	C ol	A	S	C	T C	C ol	A	S	C	T C	C ol
1	Gujarat	6	5	8	19	19	6	-	3	9	9	8	6	2	16	15	13	9	5	27	13
2	Goa	3	3	-	6	6	-	-	-	-	-	1	1	-	2	1	1	-	1	2	1
3	Maharashtra	14	5	2	22	22	6	3	3	13	11	7	7	5	20	16	12	10	6	28	13
		9	5	0	4	3	5	2	3	0	4	9	4	1	4	3	3	0	4	7	7
Total		15	6	2	24	24	7	3	3	13	12	8	8	5	22	17	13	10	7	31	15
		8	3	8	9	8	1	2	6	9	3	8	1	3	2	9	7	9	0	6	1

Source : UGC Records

The coverage of the colleges has increased to 179 with 222 courses in 2009-10 i.e., Gujarat 15 colleges-16 courses, Goa 1 college - 2 courses, and Maharashtra 163 colleges- 204 courses. The courses as per the discipline during the year comprise Arts- 88, Science -81 and commerce -53. The coverage of colleges in the year 2011-12 has gone down to 151 but the number of courses has increased to 316. In case of Gujarat 13 colleges were provided assistance to organize 27 courses i.e. Arts-13, Science-9 and Commerce-5. The Goa was sanctioned 2 courses to one college. In case of Maharashtra 287 courses were sanctioned to 137 colleges. The discipline wise breakup of the courses shows that Arts faculty got sanction of 137 courses followed by Science-109 and Commerce-70.

## Southern Region

The major states in South India comprises with Andhra Pradesh, Kerala, Karnataka and Tamil Nadu. The Career Oriented Courses in South India has organized 753 courses i.e., Arts-270, Commerce-182 and Science-301 courses. The year-wise coverage of courses shows that it has organized 184 courses in 2007-08, 136 courses in 2008-09, 180 in 2010-11 and 253 courses in 2011-12. In terms of colleges, the UGC has involved 173 colleges in 2007-08, 120 in 2008-09, 151 in 2009-10 and 125 in 2011-12. Totally, 569 colleges were involved in organizing the courses.

**Table 2.16**

### State-wise Distribution of the Courses and Colleges in Southern Region

S. No	State	Colleges	Courses			Total courses
			Arts	Science	Commerce	
1.	Andhra Pradesh	110	62	52	49	163
2.	Kerala	112	63	58	30	151
3.	Karnataka	159	63	89	38	190
4.	Tamil Nadu	188	82	102	65	249
Total		569	270	301	182	753

Source : UGC Records

**Table 2.17**

### State-wise Distribution of the Courses and Colleges in Southern Region during 2007-12

S. No	State	2007-08					2008-09					2009-10					2011-12				
		A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col	A	S	C	T C	Col
1	Andhra Pradesh	22	13	11	46	41	16	9	7	32	23	15	10	14	39	29	9	20	10	39	17
2	Kerala	13	8	9	30	27	9	1	8	19	19	19	25	6	50	39	22	24	14	60	27
3	Karnataka	14	16	7	37	35	10	29	12	51	50	21	22	7	50	46	18	22	12	52	28
4	Tamil Nadu	23	30	18	71	70	15	13	7	34	28	13	13	15	41	37	31	46	25	102	53
Total		72	67	45	184	173	50	52	34	136	120	68	70	42	180	151	80	112	61	253	125



Source : UGC Records

The state-wise details show that the Andhra Pradesh has organized 163 courses through 110 colleges. During 2007-08, it has organized 46 courses in 41 colleges, in 2008-09, 32 courses in 23 colleges, in 2009-10, 39 courses in 29 colleges and 39 courses in 17 colleges in 2011-12. The Kerala has organized 151 courses through 112 colleges. The break-up of the courses and colleges shows that it has organized 30 courses through 27 colleges in 2007-08, 19 courses in 19 colleges in 2008-09, 50 courses in 39 colleges in 2009-10 and 60 courses in 27 colleges in 2011-12. The Karnataka has organized 190 courses through 159 colleges. Of them, 37 courses were organized through 35 colleges in 2007-08. During 2008-09, 51 courses were organized through 50 colleges and 50 courses in 46 colleges in 2009-10. However, during, 2011-12, it has organized 52 courses through 28 colleges. The Tamil Nadu, which is a leading state in Southern Region in organizing the courses has organized 249 courses by involving 188 colleges. The year-wise break-up of the courses shows that it has organized 71 courses through 70 colleges in 2007-08, 34 courses through 28 colleges in 2008-09, 41 courses through 37 colleges and 102 courses through 53 colleges in 2011-12.

### **Sum up**

1. During 2007-08 to 2011-12, 2741 courses were sanctioned to 2060 colleges and released Rs. 203.01 Crores by the UGC.
2. The distribution of the courses shows that out of 2741 courses, 47.06 percent of the courses were in Arts / Social Sciences followed by Science (31.78%) and Commerce (21.016%).
3. The Region-wise distribution shows that the West has received 33.78 percent of the courses followed by South (27.47%), North (23.96%), North-East (7.48%) and East (7.29%).

4. The year-wise distribution of the courses shows that the UGC has sanctioned 739 courses in 2007-08, 513 in 2008-09, 617 in 2009-10 and 872 in 2011-12.
5. The course-wise details shows that 75.05 percent of the colleges have organized one course followed by two courses (17.48%), three courses (6.89%), four courses (0.53%) and five courses (0.04%).
6. The region-wise distribution of the colleges shows that the Western region has organized 926 courses through 701 colleges followed by the Southern region with 753 courses through 569 colleges, Northern region with 657 courses through 459 colleges. The North-East has involved 164 colleges to organize 205 courses and Eastern region, 167 colleges have organized 200 courses.

## Chapter III

### **Career Oriented Courses: Skill Enhancement and Marketability of the courses**

*The chapter describes the courses organized by the colleges in terms of discipline, skill enhancement and marketability as viewed by the stakeholders. This covers the objectives of one and two*

An attempt has been made in this chapter to pool the list of the courses organized by the colleges. The information was drawn from the list of the courses sanctioned by the UGC to the Universities and affiliated degree colleges. The list of the courses organized by the institutions indicated that a course was sanctioned to multiple colleges i.e., for example, Communication Skills with different nomenclatures was sanctioned to different colleges at different intervals of time. The courses, which have been repeated, were pruned to arrive a list without any repetitions. However, care was taken to present all the courses having distinct character. The UGC has sanctioned 2741 Career Oriented Courses to colleges located different States. Based on the above criteria, the list of the courses sanctioned by the UGC have been prepared and classified into three groups as Arts, Science and Commerce. The list of the courses is given in annexure – II.

The list of the courses shows that a wide variety of science courses followed by the Arts and Commerce were sanctioned to the colleges. The UGC has sanctioned 1,290 courses in Arts covering 411 titles. In case of science, it is 871 courses in 414 titles and 580 courses with 220 titles in commerce. Further, a glance into the list of the courses sanctioned also shows that there is overlapping of courses in three disciplines. The courses sanctioned also disclose that similar course with or without significant change in the curriculum has been sanctioned with different nomenclatures. The positive aspect of the courses shows that the courses have been sanctioned in different dimensions of a similar theme in different regions and to different colleges. All these variations are due to the replication of the same course with different nomenclature adopted by different colleges, local needs,

employment potentiality etc., and also adopting different nomenclatures at different levels i.e., certificate, diploma and advanced diploma levels. The major areas of the courses covered in Arts stream are Computer Applications, Communication Skills, Service and Production Oriented Programmes, Training Programmes, Women Empowerment etc., In case of Science, Bio-diversity, Computers, Clinical Courses, Environment and Aqua-culture, Food Technology, Water etc., In case of Commerce, Accountancy, Banking, Computers, Institutional and Finance Management, Marketing, Secretarial practices, Taxation etc.,

The courses are diversified in nature and to bring out the uniformity in terms of standards, there is a need to develop a core curriculum in selected disciplines so as to enable the colleges and universities to choose the courses and to adopt the curriculum according to the needs and level of the course.

### **1. Skill Enhancement**

The stakeholder's opinion towards skill enhancement of the courses generated through collection of primary information and interaction with them are consolidated and presented below:

The colleges selected for the study indicated that the courses are helping the students in obtaining employment and in enhancing their competencies to compete for the jobs (92.5%). Half of the colleges indicated that the students are getting gainful employment after completion of the course and one fourth each felt that it paves a way to enter into self employment and for further studies respectively.

The faculty also indicated that the courses have enhanced the employment opportunities and job managerial skills. In other words, the stakeholders viz., colleges, faculty and students felt that the courses are enhanced their skills and competencies leading to their employability and securing the jobs and also in performing jobs that they have acquired.

### **2. Marketability of the courses**

The success of the Career Oriented Courses largely depends on the nature of the courses organized and its relevance to the local employment market. Majority of the faculty (90%) informed that the courses have employment opportunities and 96.7 percent felt that the courses also promoting the personal competencies among the students. However, 10 percent felt that there are no adequate employment opportunities for Career Oriented Courses organized by the colleges. The areas of employment opportunities available identified by the faculty are production, service sector, modern agriculture, industries, handicrafts, computers, catering, fashion world etc.,

In case of placement of the students, more than half of the faculty (57.5%) felt that the students have secured the employment. The number of students employed as per the colleges show that less than 10 students per batch (60%) and more than 11 per batch (40%) have secured the employment. The areas of employment secured by the students are Taxation, Journalism, Front Office Management, Library Assistant, Software, Financial Institutions etc. This clearly indicates that most of the students employed in casual jobs, short durationed and temporary jobs. The very intention of the courses is to help the students to enter into the job market, without having any gap and to contribute for the economy of the country. The faculty also indicated that 30 percent of the students have secured the jobs immediately after completion of the course and 20 percent within a year and rest of them has taken more than a year. The gestation period for securing the employment is found to be long and there is a need to cut short this period. This can be done by establishing and strengthening the placement cells in all the colleges to orient the students about the employment market, skills required for the jobs and for conducting the placement events.

Keeping in view of the above, there is a need to re-structure the courses and train the students in multiple skills so as to enable them to enter into the employment in multiple sectors. The specializations in the trades may

be offered at later period through different modes of education i.e., non-formal in service training etc.,

### **Sum-up**

1. The list of the courses sanctioned to the colleges is found to be varied and intended for enhancement of skills and competencies. Majority of the courses are from Computer Applications, promotion of communication skills and service oriented courses.
2. Half of the colleges organizing the courses indicated that the students are getting gainful employment after completion of the course and one fourth each felt that it paves a way to enter into the self employment and higher studies respectively. The courses are also helping the students in obtaining employment and in enhancing the competencies to compete for the jobs.
3. Majority of the faculty indicated that the present course is a future occupation of the students. The courses enhanced the employment opportunities, job managerial skills, personal competencies, qualifications etc., and there is a demand for the courses (96%).
4. More than half of the faculty indicated that their students have secured employment immediately after completion of the course. The areas of employment avenues are production, service, modern agriculture, industries, handicrafts, computers, catering, fashion world and one third of the enrolled were secured the jobs in service sector viz., taxation, journalism, front office management, library assistant, software, financial institutions etc., on temporary basis.

## Chapter IV

### **Stakeholders' Opinion towards Quality, Relevance and Employability of the courses**

*The chapter presents the opinion of the stakeholders towards quality, relevance and employability of the stakeholders. (objective Eight)*

An attempt has been made in this chapter to identify the quality, relevance and extent of employability of the courses from the stakeholders' point of view.

#### **Quality of the courses**

The quality of the courses are mostly reflected on the adequacy of the faculty, availability and utility of the teaching learning materials, practical training etc., The courses conceived by the colleges are of innovative in nature and were designed by the existing faculty though they are not competent to handle the courses in some cases. As a result, the colleges have hired the services of the faculty from different sources such as academy, industry and practitioners. In majority of the cases, the colleges have hired 2 to 4 faculty members per course on temporary basis. Further, 96.3 percent of the colleges running the courses indicated that they are fulfilling the requirement of the course through hiring the competent faculty to supplement to the existing staff. The faculty also indicated that the colleges have invited visiting experts in the concern subject (76.73%). The experts were invited from the academic institutions, industry, freelancers and practitioners. The areas of experts includes gemologist, professors, retired teachers, industrialists, media personnel, agriculture and horticulturists, fitness experts, film directors, web designers, hotel industry, doctors, lawyers, breeders and exporters, chartered accountants, aqua lab technicians, tourist guides etc., Further, nearly one fourth of the faculty consulted indicated that their services have been used for handling the classes. The students have been exposed to the practical training in the field such as language lab, geo-informatics lab,

visualization company, exhibition cum sales product, industries, aqua labs, tourist destination, district magistrate court, consumer forum, hospitals, schools etc.,

The quality of the courses have been enhanced through the provision of required books (97.9%), practical training (90.8%), assignments (90.8%), expert lectures (72.1%), regular assessment (89.2%) and need to establish placement cells (92.9%).

The success of any skill oriented programme depends on its quality. The quality of the programme depends on the inputs and expected output of the programme. In case of Career Oriented Programmes the inputs includes the transaction of the curricular aspects, tie-up with the industry, practical training, assessment and feedback etc., In the above backdrop, information on the above was collected from the students and the consolidated information has been presented in the table 4.1.

The quality of the courses reflected in terms of coverage of syllabus, duration of the course, assessment, feedback, opportunities for higher learning, employment opportunities, job opportunities in employment market etc., are found to be adequate. However in case of linkage between industry and field trips and course providers are found to be very weak links. Hence efforts should be made to strengthen the above.

Based on the responses, the opinion of the students towards the quality of the programme, they were categorized into three groups as low, moderate and high based on the criterion mean  $\pm \frac{1}{2}$  SD (table 4.2). The level of the quality of the courses viewed by the students show that nearly two thirds of them felt that the quality of the courses are low. On the other hand, 15.3% and 20.7% of them felt that the quality is moderate and high respectively. In spite of the fact that the students felt that these courses are employment oriented but these are managed at very low quality. There is a need to improve the quality of the courses to attain the objectives for which they have been designed.



**Table 4.1****Students' perception towards various aspects of the Quality of the Courses**

<b>S.No</b>	<b>Item</b>	<b>N</b>	<b>%</b>
1.	Coverage of the syllabus	654	90.8
2.	Promotion of Employable skills	646	89.7
3.	Practical training	599	83.2
4.	Adequacy of the duration	611	84.9
5.	Mid-term assessment	588	81.7
6.	Linkage between industry and institute	405	56.3
7.	Expert lectures	612	85.0
8.	Demonstration in teaching learning process	634	88.1
9.	Field trips as part of curriculum	451	62.6
10.	Feed back on the progress on the learning	630	87.5
11.	Opportunities for Higher learning in the trade	609	84.6
12.	Employment opportunities	595	82.6
13.	Scope of Jobs in local market	610	84.7
Total :		20.30	3.88

**Table 4.2****Quality of the courses perceived by the students**

<b>S. No.</b>	<b>Quality</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>%</b>
1	Low	461	18.13	1.13	64.0
2	Moderate	110	21.38	0.48	15.3
3	High	149	26.21	4.32	20.7
	Total	720	20.30	3.89	100.0

The ex-students were of the opinion that to improve the quality of the courses. The colleges have provided required infrastructure, exposure to the expert lectures, provided additional books, practical training, allotted the home assignments, courses were assessed periodically and feedback was provided to the students.

## **Relevance and employability**

The colleges organizing Career Oriented Courses indicated that the courses are relevant to the area as the courses were designed based on the local needs, employment market and also approved by the UGC. Further, half of them indicated that the courses are employment oriented and students are gainfully employed after completion of the course. They felt that the courses enabled the students to opt for self employment or further studies, promote the skills, competencies and equipped with the job requirements.

The faculty was of the opinion that the courses are relevant since they are enhancing the employment opportunities, promoting managerial skills and competencies to secure higher positions, prompting for further studies, and choosing the area as self employment. The faculty felt that the present course enable the students to choose it as a future occupation (37.5%), helpful in securing the employment (18.33%), enhances employment opportunities (35.8%) and job managerial skills (8.33%). The faculty also felt that the employment opportunities are available throughout the year (76.2%) and one fourth of them felt that it is seasonal. The courses organized and the responses of the faculty implied that one fourth of the students are entering into the seasonal employment and two thirds in regular employment.

The perception of the students (table 4.3) towards various aspects of the employability of the courses and sources of employment, indicates that these courses were able to enhance the future opportunities, future job avenues, enabling the courses to secure jobs, increases employment avenue, equip with competencies required for job and increases scope for self employment. In addition, the students also felt that their seniors have secured jobs, increases their managerial competencies, the faculty has accommodated the students in jobs, enable to attain the proficiency etc., This shows that the students are optimistic that the courses help them to secure the suitable jobs.

**Table 4.3****Employability of the courses as perceived by the students**

S. No.	Item	Mean	SD
1.	Employment avenues	1.08	0.27
2	On hand training in trade	1.33	0.48
3	Attainment of proficiency	1.84	0.87
4	Enhancement of the future opportunities	1.07	0.26
5	Future job avenues	1.09	0.28
6	Scope for self employment	1.17	0.39
7	Accommodating the students in Jobs by the staff	1.58	0.69
8	Enable the courses to secure jobs	1.09	0.29
9	Equipping with required competencies for the job	1.18	0.41
10	Securing jobs by the seniors	2.15	0.93
11	Securing managerial competencies	1.55	4.19
Total		16.27	4.28

The level of employability of the courses perceived by the students (table 4.4) indicates that an equal number of students felt that the employability of the courses is low and high respectively. On the other hand, 42.8% of the students were of the opinion that the employability of the courses is moderate. In other words, there is a need to improve the employability of the courses as majority of the students still feels that the employability of the courses are moderate to low.

**Table 4.4****Students' perception towards the level of employability of the courses**

S. No.	Employability	N	Mean	SD	%
1	Low	207	12.27	.797	28.8
2	Moderate	306	15.32	1.147	42.4
3	High	207	21.66	3.846	28.8
	Total	720	16.27	4.280	100.0

## **Sum up**

1. The colleges indicated that courses are employment oriented and students are gainfully employed after completing the courses and half of the students are opting for self employment and further studies.
2. The colleges in addition to the existing faculties have hired the manpower required to organize the course ranging from 2 to 4 faculty members per course. The experts have been hired from the academics, industry, practitioners.
3. The faculty felt that present course is the future occupation of the student, helps in securing the employment, enhances employment opportunities, promote job managerial skills. Employment opportunities are available throughout the year and one fourth of them felt it is seasonal.
4. Faculty viewed that the quality of the courses in terms of its utility of experts, provision of teaching learning materials, practical training, transaction of curriculum, promotion of competencies, skills, relevant to the industrial needs is satisfactory.
5. The students felt that the courses enhance their future opportunities, future job avenues, enable them to secure jobs, increase the employment avenues, equip with competencies and increase scope for self employment.
6. The quality of the courses in terms of coverage of syllabus, generation of employment skills, on hand training, assessment, arranging resource persons, feedback, opportunities for higher education, extent of employment opportunities, scope of the job in the local market etc., is satisfactory. However, the linkage with industry is found to be weak link.

7. An equal number of the students perceived that the employability of the courses is low and high and 42.8 percent of them felt it is moderate.
8. The perceptions of the students towards employability of the courses discloses that the courses were able to enhance the future opportunities, future job avenues, enable courses to secure jobs, increases employment avenues, equip with the competencies required for job, increase scope for self employment.

## Chapter V

### Facilities, Problems and Performance of the Courses

*Chapter provides the facilities extended and organizational problems encountered by the colleges. Further, it also provides the performance in terms of enrollment, transition and success rate and covers the objectives three and four.*

The Career Oriented Programme is an innovative scheme introduced by the UGC to enhance the competitiveness among the students for securing the jobs. In order to provide the above, the colleges require the facilities and manpower to transact the curriculum with practical orientation. The courses are in operation for quite a long period and need to be verified the potentiality of these institutions in terms of facilities, problems and performance so as to replicate the programme in different parts of the country. In view of the above, the facilities available in the colleges, the problems encountered and their performance have been assessed from different sources and presented in the following pages.

#### 1. Manpower and Curriculum Transaction

The faculty available for the courses shows that there was no regular faculty for the courses sanctioned by the UGC indicating that the courses are new to the colleges. Hence, the colleges are hiring the services of part time faculty. The faculty hired by the institutions was ranged between 1 to 7 members except in 24 colleges. In majority of the courses, it is between two to four. However, in case of sciences, they were hiring experts for shorter duration to deliver expert lectures / to provide practical experience.

**Table 5.1**  
**Faculty hired by the colleges**

<b>S.No</b>	<b>No. of Faculty</b>	<b>Frequency</b>	<b>Percent</b>
1	0	24	30.0
2	1	9	11.3
3	2	16	20.0
4	3	10	12.5
5	4	11	13.8
6	5	6	7.5
7	6	2	2.5
8	7	2	2.5
	Total	80	100.0

## **2. Exposure to the Subject Experts**

The manpower available in the colleges is of conventional and general in nature, but, the courses offered are innovative and novel in nature. In order to supplement the existing staff, the colleges have hired the services of experts. The existing staff has been used in the conventional and general courses such as Spoken English, Personality Development, DTP etc., The experts invited by the institutions are from wide spectrum of the society to meet the demands of the course and students.

## **3. Curriculum Transaction**

The courses are of new in nature which requires different strategies while transacting teaching learning. The faculty (97.9%) indicated that they have purchased the books required for the courses. During the transaction of the courses, priority was given to practical training (90.8%) and assignments (93%). The faculty indicated that the assignments were given to the students are based on the standards of the students.

The curriculum prescribed for the courses are based on the needs of the area and relevant to the local employment market. The responses of the students indicated that the faculty has taken adequate steps to impart practical training and home assignments as per the requirements of the course curriculum.

#### **4. Facilities for the Courses**

The information about the facilities available for the courses in terms of faculty, reading material, library, utility of the books by the students etc., shows that the colleges have provided adequate and competent faculty (96.3%), adequate books (97.5%), library facilities (92.5%), practical training (95%), Classrooms (98.8%), experts (93.8%), exposure to the sister institutions (53.8%), information on career opportunities (87.5%) and campus recruitments (60%) to the students depending on the nature of the course. The students were exposed to language lab, geo-informatics lab, visualization lab, aqua labs, tourist destinations, district magistrate court, consumer forum, hospitals, schools, gyms, professional training centres, computer labs, retail shops, insurance companies etc.,

**Table 5.2**  
**Facilities provided by the Colleges**

<b>S.No</b>	<b>Facilities</b>	<b>Frequency</b>	<b>Percent</b>
1	Class room	79	98.8
2	Facilities for practical training	76	95.0
3	Extension lectures by the experts	75	93.8
4	exposure to the sister institutions	43	53.8
5	Information on career opportunities	70	87.5
6	Conducting campus recruitment	48	60.0
7	Competent faculty	77	96.3
8	Adequate books	78	97.5
9	Library facility	74	92.5



Majority of the faculty (97.9%) accepted that institutions are providing facilities required to run these courses. The facilities provided by them are the infrastructure, laboratories, consumables, equipment, software's etc., To be specific, the facilities provided by the colleges indicated by the faculty are as follows:

**Table 5.3**

**Facilities provided by the Colleges as per Faculty**

1	Additional Faculty.	29	International / continental kitchen
2	Advance Instruments	30	Internet.
3	Air Conditioners.	31	Internship.
4	Audio-Visual Aids.	32	Journals.
5	Boilers.	33	Lab Assistant.
6	Career Guidance	34	Library with adequate books
7	CD's	35	Mats.
8	Chemistry lab	36	Mushroom centre.
9	Chemicals.	37	Printed Material (course).
10	Class Room Facility.	38	Records
11	Communication Skills.	39	Scanner & Photo copying facility
12	Computers Lab with accessories	40	Semi auto analyzers
13	Digital Classroom.	41	Seminar Hall.
14	E-Classroom.	42	Seminars and Workshop
15	Electricity.	43	Sewing machine.
16	Electronic components.	44	Smart classroom with LCD
17	Financial Assistance	45	Soft ware, Software Installations.
18	Fish Ponds.	46	Space for laboratory.
19	Furniture.	47	Study Material, Teaching Material.
20	Gardener Basic Amenities	48	System for Virtual Implementation of Circuits Designed.
21	Generator.	49	Teaching Aids (Laptop, LCD Projector, Mike, white board).
22	Green House.	50	Transport for the Field work
23	Gym Facilities.	51	TV, Studio, Cameras.
24	Hands on experience	52	Water Facility.
25	Indore Stadium.	53	Well Equipped Laboratory
26	Industrial Training.	54	Well Furnished Hall.
27	Infrastructure.	55	Yoga Hall.
28	Inside our college campus		

**NOTE :** Only the course related facilities were provided by the colleges.

### a. Additional facilities required

The additional facilities required for organizing the programme as suggested by the faculty are as follows:

**Table 5.4**

#### **Additional Facilities Suggested by the faculty**

1	Additional Equipment in the Lab.	21	Individual laptops
2	Additional Light Boxes.	22	Internet Facility.
3	Air-conditioned accommodation.	23	Internship
4	A-V Aids	24	Invertors
5	Better seating arrangements	25	Language Learning Software.
6	Books (Books related to the course).	26	LCD
7	Communication Skills Lab	27	Library.
8	Cookery Lab.	28	Meditation Room.
9	Editing Room.	29	Mini auditorium
10	Editing suite	30	More Computers.
11	E-Teaching & E-Learning	31	More Financial Support.
12	Experienced Faculty.	32	Physiotherapy clinic
13	Fashion Technology	33	Providing working modules of
14	Additional finances for Practicals and field works.	34	Remuneration of faculty to be revised.
15	Front Office Lab.	35	Sanitation.
16	FRP Tanks, Aerators	36	Software to Design News paper
17	Furniture.	37	Soil Analyzer
18	Generator	38	Training
19	High-tech lab facilities.	39	Vehicle
20	Hospitality Attachment	40	Video Camera, More cameras.

**NOTE :** *Suggested additional facilities are course related only.*

The list of the facilities suggested are course-specific and varied. The facilities are not similar for all the courses.

### **5. Problems in organizing courses**

More than half of the heads of the institutions (57.5%) indicated that they have not come across problems in organizing the courses. On the other hand, 43.5 percent of them indicated that they do have problems in

conducting the programmes. The problems identified by them are lack of interest among the students, Semesterization, Organizing classes during out of the college hours, Limited time available to the students, Delay in conducting the examinations, Lack of University level monitoring and Delay in securing University affiliation etc., The colleges with the existing financial support could not provide the computers and equipment required for the courses, higher honorarium charged by the outside experts have lead to the charging of higher fee for compensating the inadequacies. From the students' point of view, there is a low/ average enrollment in the courses, inability to go for internships and stay back after regular hours are the problems. From University point of view, there is delay in issuing certificates, lack of proper guidelines from the universities, the employers are not recognizing the certificates issued by the colleges without the endorsement of the universities etc.,

The discussion with the heads of the institutions also revealed that the courses are sanctioned by the UGC, but there is no role of the universities either in recognizing the courses, conducting the examinations and issue of the certificates. As a result, the efforts of colleges in promoting and developing the skills and competencies among the students are not being recognized widely by the employers.

## **6. Performance of the courses**

The Career Oriented Courses are sanctioned to the colleges to conduct them on part time basis for a period of 3 years by awarding certificate, diploma and advanced diploma at the end of the year i.e., first year, second year and third year respectively. The enrollment of the students in various courses is ranged between 20 to 40. It is observed that very few colleges have organized a full course of three years (i.e., certificate to advanced stage). The students could not be retained throughout the period, but dropped out in between and new students have been enrolled.

## **7. Causes for the Dropouts**

Majority of the colleges indicated that there is a dropout problem in all the courses. The dropouts are ranged between 1- 20 depending on the nature of the courses. The reasons for the dropouts identified by the colleges show that the clash of the course work with the regular classes, too much academic pressure due to the semesterization, lack of time, engaged in other activities, lack of interest, lack of awareness about the utility of the course, part time employment, not able to pay the exam fees etc.,

The students also dropped out due to personal problems such as lack of motivation, non-availability of power and computers, Practicals, discontinued from the studies, difficult to attend the classes in the evening, clash with the additional tutoring etc., In addition, some of the students are interested to continue the course, but long travel to reach the home, extra-curricular activities, focusing on main studies, learning other skills, heavy fee collected by the colleges (ranging between Rs. 500/- to Rs. 2,000/-) etc., are hindrances for their continuation. Keeping in view of the above, it is suggested that the colleges should take note of the above, while organizing the courses. Further, it is also suggested that the funding body should enhance the assistance so as to meet the inadequacies and to extend stipend to the students.

## **8. Enrollment, Transition and Success Rate**

The enrollment of the students shows that 3419 students have enrolled and only 1389 have completed the advanced diploma course (40.62%). The details of the enrollment and success rate shows that out of 3419 enrolled, 2734 have completed the certificate course. In case of Diploma, out of 2451 enrolled, 1990 have completed the course and out of 1850 enrolled in advanced diploma, 1389 have completed the course successfully.

**Table 5.5**  
**Enrollment, Transition and Success Rate**

<b>Course</b>	<b>Enrollment</b>	<b>Completed</b>	<b>Dropout</b>	<b>Transitional Dropout</b>
Certificate	3419	2734	685	685
Diploma	2451	1990	461	283+461= 744
Advanced Diploma	1850	1389	461	140+461= 601
Grand Total	7720	6113(40.63%)	1588	2030 (59.37%)

On the whole, out of the total enrolled, 40.62 percent of them have successfully completed the advanced diploma. In between, 60 percent have been dropped out at various levels. This clearly indicates that there is a need to re-look into the performance of the colleges.

### **Sum-up**

1. There is no regular faculty to teach the Career Oriented Courses, but the faculty required has been hired for short duration on temporary basis.
2. Thirty percent of the colleges using their regular staff for teaching the classes and 70 percent of the colleges are hiring the staff ranging from 1 to 7. In addition, experts from the institutions, industry, free lancers and practitioners have been invited as guest faculty.
3. The curriculum was transacted by adopting different strategies, theory, practical and field visits. Supplemented with further reading of the books.
4. The colleges have provided physical facilities, experts, practical training, campus recruitment.

5. The additional facilities required includes audio-visual aids, laboratory facilities, internships and promoting soft skills, hands on training etc.,
6. Lack of interest among the students, semesterization, organizing classes on part time basis, limited time, expensive, lack of University level monitoring and certification, getting experts, dropout problem, attending internships by the students are some of the problems faced by the colleges.
7. The performance of the courses shows that about 60 percent of the students are dropping out at various levels. It ranges 1 to 20 students depending on the nature of the courses.
8. The reasons for dropouts are clash of the course work with the regular classes, too much academic pressure due to semesterization, lack of interest, lack of awareness about the utility of the courses, part time employment, heavy fee, difficulty to attend the classes in the evening etc.,
9. The performance of the courses shows that 40.62 percent of the enrolled have completed advanced diploma only.

## Chapter VI

### **Profile, Motives, Opinion, Problems and Course Priorities of the Students**

*The chapter narrates the profile of the students, their motives for enrollment, opinion towards the employability of the courses along with their course priorities. The chapter covers the objectives five, six and seven.*

The current students of the courses are the right choice to get their opinion about various components of the programme. In the light of the above, an attempt has been made in this chapter to understand the background and psychological profile, motives for enrollment, opinion towards academic aspects, problems, employability of the course, courses required for promoting employability in addition to the existing course and their suggestions for improving the quality of programmes.

#### **Profile of the Current students**

For the purpose of the present study 180 students from each state was chosen as sample covering 720 students from all the four states. In order to study the profile of the students, they were classified into different groups based on their personal characteristics. The gender-wise classifications shows that 77.50 per cent of them are female students and 22.50 per cent are male. The community-wise, 46.39 per cent of them are from Backward Castes, followed by Other Castes (34.72%) and Scheduled Castes (13.33%). The representation of Scheduled Tribes and OBCs are 2.78 and 2.50 per cent respectively.

**Table 6.1**  
**Profile of the current students**

<b>S.No.</b>	<b>Character</b>	<b>Group</b>	<b>N</b>	<b>Percent</b>
1.	Gender	Male	162	22.50
		Female	558	77.50
2.	Age	Below 18	179	24.86
		19-20	387	53.75
		21 and above	154	21.39
3.	caste	OC	250	34.72
		BC	334	46.39
		SC	96	13.33
		ST	20	2.78
		OBC	18	2.50
4.	Area of the College	Urban	405	56.30
		Semi Urban	127	25.00
		Rural	178	24.70
5.	Course	B.A.	157	21.80
		B.Com	182	25.28
		B. Sc	258	35.83
		BCA	62	8.61
		M. Sc	23	3.19
		B.B.A.	38	5.28
6.	Year of the study	I	307	42.60
		II	220	30.60
		III	193	26.80
7.	Residence of the student	Hostler	123	17.08
		Day scholar	597	82.92
8.	Distance between college and residence	Below 5 km	318	53.26
		6-10	128	21.44
		11 and above	151	25.30
9.	Mode of Travel	Walk	141	23.62
		By-cycle	32	5.36
		Motor cycle	44	7.37
		Auto	18	3.02
		Bus	268	44.89
		Train	39	6.53
		car	55	9.21



More than half of the colleges (56.30%) were located in urban areas and rests of them were located in Semi-urban and rural areas. The classification of the students, based on the course pursued by them shows that, they are undergraduates and only 3.19 per cent of them are Post graduates. Among the graduates about one third of them are from B.Sc stream followed by B.Com (25.28%) and B.A. (21.80%). The students representing B.C.A and B.B.A. are 8.61 and 5.28 per cent respectively.

The year of the study shows that 42.60 per cent of them are in first year followed by second year (30.20%) and third year (26.80%). The residential status of the students show that majority of them are Day scholars (82.92%). Among the Day scholars 53.26 per cent of them are residing within a radius of 5 Kilometers, one fourth of them are located more than 11 kilometers and above. On the other hand 21.44 per cent of them are located between 6-10 Kilometers. The mode of travel shows that the students are using multiple modes such as by walk (53.62%) followed by bus (44.89%), Car (9.21%), Motor cycle (7.37%), Train (6.53%), Bicycle (5.36%) and Auto (3.02%).

### **Family Literacy Index**

Out of the 720 sample of the current students, 43.89 percent of the students have 4 members in their family followed by 5 members (23.89%), more than 6 members (18.05%) and less than 3 members (14.17%). On an average, there are 5 members in each family. The literacy level of the family shows that 25.39 percent of the total family members of the students are illiterates and rest of them are literates. Among the literates, 52 percent of them have less than school educated, followed by high school to intermediate level (+2 level) of education (21.40%) and more than one fourth (26.50%) are graduates and above. Majority of the students have come from literate families.

### **Stage of the course**

The information collected shows that 73.40 percent have enrolled in Certificate course followed by Diploma course (17.50%) and Advanced Diploma course (9.10%). This indicates that the transition of the students from certificate to the diploma and advanced diploma is found to be very low. Hence there is a need to ascertain the reasons for the low transition rate and to take suitable measures to increase the transition so to attain the objectives of the course.

### **Motivator**

The current students were asked to provide their motivator for the enrollment in the course. The responses reveal that there are multiple motivators i.e., friends (51%) followed by lecturers (41.39%) self (39%) and parents (11%).

### **Psychological profile**

The profile of the current students in terms of their psychological status clearly demonstrates that the students have low aspirations, poor in subject matter, not willing to participate in the practical work, not able to concentrate on the subject, not able to follow the teaching and poor in their reasoning. On the other hand, their ratings are low in case of their competitiveness, maintaining rapport with their peer group and capacity of interacting with others and poor in their academic performance. On the whole, the total mean score is at the mid line indicating that, if they were trained they will become competitive lest their performance should be below average.

**Table 6.2**  
**Psychological profile of the students**

<b>S. No.</b>	<b>Psychological Aspect</b>	<b>Mean</b>	<b>SD</b>
1	Low aspirations	3.17	1.42
2	Highly competitive	1.93	0.87
3	Poor in subject matter	3.48	1.32
4	Lack of communication skills	3.09	1.43
5	Good rapport with the peer group	1.93	1.12
6	Not willing for practical / field work	3.40	1.39
7	Easily mingles with the peer group	1.83	1.09
8	Not able to concentrate on the subject	3.57	1.30
9	Not able to follow pace of teaching	3.52	1.42
10	Good in academic performance	1.82	0.81
11	Poor in reasoning	3.38	1.29
Total		2.83	1.22

The classification of the students based on the mean Psychological profile scores (as indicated in the methodology) shows that 34.2 percent of the students are found to be high in their psychological profile with 38.39 mean score followed by 33.1 percent of the students in the moderate category with 33.30 mean score. On the other hand 32.8 percent of the sample scored low in their psychological profile with 21.39 mean score. The details are presented in the table 6.3

**Table 6.3**

**Psychological profile groups of students**

<b>S. No.</b>	<b>Psychological Profile</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>%</b>
1	Low	236	21.39	7.019	32.8
2	Moderate	238	33.30	1.378	33.1
3	High	246	38.39	2.187	34.2
	Total	720	31.13	8.309	100.0

Hence there is a need to strengthen the psychological base of the students belonging to moderate and low profile groups by inculcating aptitude, innate qualities to promote level of aspirations and need achievement among them by conducting personality development and leadership promotion classes.

**Motives for Enrollment**

The success of any education programme largely lies in the participation of the target in the programme. In turn, the extent of participation of the target depends on the motives for which they were enrolled in the course. In case of Career Oriented Courses, the students might have enrolled in the courses with different motives. If the course does not satisfy their motives, it is likely that they may dropout from the course. In view of this, information was elicited from the students about their motives for their enrollment in the course. The motives were arranged in the ascending rank order based on the level of the intensity of the motive. The motives along with their mean score and SD are presented in the table.

**Table 6.4**  
**Motives for enrollment of the course**

<b>S.No</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>
1.	Time pass	0.37	1.06
2.	Friends enrolled	0.49	1.29
3.	Utilize facilities of the college	0.64	1.47
4.	Adopt trade as future	0.79	1.48
5.	Manage future job	0.80	1.63
6.	Immediate job	0.84	1.64
7.	Enhance the competencies	0.85	1.58
8.	Good teachers	0.98	1.62
9.	Acquire certificate	1.10	1.74
10.	Future job	1.13	1.77
11.	Practical training	1.20	1.74
12.	Secure additional qualifications	1.30	1.76
13.	Increase employment opportunities	1.45	1.79
14.	Interest in the course	1.58	1.81
15.	Learn new skills	1.95	1.69
Total Mean		15.48	6.83

The list of the motives presented in the table shows that majority of the students enrolled in the courses for time pass, friends enrolled in the course and to utilize facilities in the college. However, students also enrolled to adopt the trade of course as future occupation, to learn how to manage the future jobs, to secure immediate jobs, for enhancement of competencies and good teachers of the courses have motivated the students to enroll in the course. The rest of the motives viz., to acquire certificate, future job, practical training, to secure additional qualifications, to increase employment opportunities, interest in the course and to learn new skills are found to be the prominent motives of the students.

In order to assess the level of motivation possessed by the students based on their motives, they were classified into three groups viz., Low, Moderate and High. As per the results presented in the table, 88% of them possessed moderate motivation. On other hand, 5.4 percent of the students possessed high motivation and similarly 6.1% of them possessed low motivation. Hence, there is a need to inculcate and promote the motivation among the students for their future so as to enable them to enter into the world of work.

**Table 6.5**

**Level of motivation possessed by the student**

<b>S. No.</b>	<b>Motivation</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>%</b>
1	Low	44	5.77	5.619	6.1
2	Moderate	637	15.02	.181	88.5
3	High	39	33.95	19.597	5.4
	Total	720	15.48	6.832	100.0

**Student opinion towards the academic aspects of the course**

The information presented in the table (6.6) shows that the students have rated the items such as expert lectures, availability of teachers, teachers' commitment, completion of the syllabus, quality of course material, standard of teaching, relevance of books available in the library, practical training etc., as adequate. In addition, they have also identified the aspects viz., field exposure, feedback, duration of the course, comprehension of the course content etc., as moderate items.

The level of academic inputs provided by the programme administrators shows that majority of them have rated low to moderate. On the other hand, 28.7% felt that the academic inputs are very high in terms of their quality. Hence the administrators should concentrate on the low and moderate academic aspects and need to improve them.

**Table 6.6**  
**Ratings of the students and Mean scores on**  
**Academic aspects of the courses**

S. No.	Item	Levels of availability			
		Adequate	Moderate	Inadequate	Mean
1	Availability of the teachers	574	118	28	1.19
2	competency of the teachers	460	232	30	1.33
3	Duration of the course	201	248	271	2.03
4	Completion of the syllabus	519	143	58	1.23
5	Practical training	505	161	54	1.32
6	Evaluation	503	168	49	1.31
7	Feedback	446	231	43	1.38
8	Field exposure	355	265	100	1.55
9	Teachers' Commitment	560	112	48	1.20
10	Course material	504	163	53	1.31
11	Library	555	122	43	1.23
12	Relevant books in the library	493	186	41	1.31
13	Comprehension of the course content	314	368	38	1.54
14	Standard of teaching	574	122	24	1.18
15	Expert lectures	631	63	26	1.09
16	Physical facilities	532	158	30	1.25
17	Timings of the course	492	182	46	1.32

**Table 6.7**  
**Level of academic inputs provided for organization of the courses**

S. No.	Academic inputs	N	Mean	SD	%
1	Low	250	18.56	1.21	34.7
2	Moderate	256	22.26	1.00	35.6
3	High	214	28.35	3.26	29.7
	Total	720	22.79	4.42	100.0

## **Academic problems**

The information generated from the students was pooled and segregated the academic problems encountered by them. The problems identified are lack of communication skills, difficulty in mingling with peer group, difficulty of the subjects, following pace of teaching, poor academic performance, far away location of the residence, academic pressure due to semesterization, not able to meet the academic requirements, not able to pay the fee, difficulty to stay back after regular hours, not able to spare time for practicals, short duration of the courses, few field trips, writing examinations continuously, heavy syllabus etc.,

## **Courses organized by the colleges**

The sample students have informed that the colleges have organized the courses for promoting the competencies and skills required for competing for the jobs. The courses organized by the colleges indicated that majority of them are skill based especially in the area of computers and service sector. Very few courses are production and self employment oriented.

## **Course Priorities**

The current students who are attending the Career Oriented Courses were requested to suggest the courses and trades which have the potentiality of promoting the competencies and skills among the students. The list of the courses suggested by the students indicates that most of the courses are already organized by different colleges. However, these courses may not be available in all the colleges hence the students might have suggested the courses. In view of the above, the academic institutions should take a survey in the local employment market, identify the needs of the industry and competencies of the students into account while formulating the new courses.



**Table 6.8**  
**Suggested Courses**

1	Animation courses	42	Library courses
2	Aviation management	43	Life skills
3	Bank test coaching	44	Marketing management
4	Beautician courses	45	Medical lab technology
5	Biodiversity studies	46	Mushroom cultivation
6	Coaching for competitive exams	47	Mushroom cultivation
7	Communicative skills	48	Net working in computers
8	Computer based programmes	49	Office short term courses
	Computer education and film		
9	editing	50	Officer automation
10	Cloud computing	51	P.S.C coaching
11	Cosmetology	52	People soft, tally, EPQ
12	Course on arts (fatigue etc)	53	Personality development class
13	Course on journalism	54	Petard chemistry
14	Course on performing arts	55	PGDCA
15	Culture oriented	56	Photography
16	Dancing and chess	57	Photoshop course
			Project designing in electronics (embed
17	Doll making	58	system)
18	Drawing classes	59	Recycling of plastics
19	Desk Top Printing	60	SAP-FICO-finance and control
20	E-commerce	61	Seri culture
21	Entrepreneurship	62	Soft skills
22	Ethics and values	63	Software development
23	Event management	64	Soil testing
24	Fabric painting and glass painting	65	SQL
25	Fashion technology	66	Statistics
26	Film editing	67	Swimming
27	Fine arts	68	Tailoring and embroidery course
28	Floriculture and penology	69	Tele communication in elicitation
29	Future focused courses	70	Textile designing
30	Gemology	71	Time management
31	H.R.M course	72	Tissue culture
32	Hardware and net working	73	TNPSC
			Training and awareness in ERO
33	Heritage botany	74	software's like SAP
34	Hotel management	75	Training in the trade
35	Instrumental Techniques	76	Travel and truism
36	Insurance course	77	Typewriting
	Interview skills development		
37	course	78	Vocational courses
38	Java	79	Waste management
39	Jeweler making G-TEC	80	Web designing
40	Journalism	81	Windows administration
41	Land scope	82	Women empowerment
		83	Yoga, Animation and Multimedia

**NOTE:** *Some of the courses suggested by the current learners may be organized by the other colleges, hence, it may appear as available but, not in true sense.*

## **Sum up**

1. The profile of the current students shows that majority of them belongs to women, 19-20 years, backward castes, urban, science group, first year, day scholars, located within 5 KMs of distance, travelling by bus and three fourths of them are pursuing certificate courses.
2. Friends, Lecturers have motivated the students to enroll in the Courses.
3. The psychological profile of the current student shows that majority of them have low aspiration, poor in subject matter, not willing to participate in practical work, not able to concentrate on the subject, follow the teaching and poor in reasoning. Further they are not serious in competitiveness, maintaining rapport with peer group, capacity of interaction with others and poor in academic performance. The students have been distributed almost equally among low, moderate and high psychological profiles.
4. The motives for enrollment in the courses are time pass, friends enrolled, utilize the facilities, adopt the trade as future occupation, managing the future jobs, to secure immediate job, to enhance their competencies and the good teachers attracted them. The level motivation possessed by them shows that majority of them have moderate motivation.
5. The students' opinion towards academic aspects shows that they are satisfied with regard to the expert lectures arranged, availability of teachers, teachers commitment, completion of the syllabus in time, quality of the course material, standard of teaching, relevance of the books, availability of the library facilities, practical training arranged in the course etc.,
6. The problems encountered by the students are mostly personal and academic in nature.
7. The courses organized are service oriented mostly relating to the computer, job oriented, skill promotion programmes. The courses required by the students are also of the same category.

### Opinion of the Ex-Students

*The present chapter deals with the profile of the ex-students and their opinion towards performance of the course, it's utility in promotion of employability skills including self-employment / empowerment and suggestions for promotion of the quality of the courses. The chapter covers ninth objective of the study.*

The success of any educational programme largely depends upon the attainment of the objectives for which it has been designed. The Career Oriented Courses are designed to enhance the employability of the students along with their regular education. In addition, these are conceived to equip the students to get accommodated in the local economy without any longer gestation period. The colleges were given freedom to conceive the courses based on the local needs and talents of the students to make use of them in the local employment market. The performance of the courses in generating the employment avenues for the students and promotion of competencies among them will be reflected in attaining the employment or self employment. In order to ascertain the impact generated by the Career Oriented Courses by the colleges, information is required about the number of students employed and the extent of competencies attained by them in discharging their duties as an employer.

As the above information is not likely to be available in the colleges, and ex-students and the faculty are the other sources from where we can ascertain the impact of the courses. Keeping the above in view, an attempt has been made in this section to ascertain the opinion of the ex-students about the courses, curriculum, infrastructural facilities, transaction of teaching learning, on-hand training, assessment, certification, utility of the courses in securing the employment etc., The collected information was analyzed and presented in three sections. Section I describes the profile of the former students of the Career Oriented Courses, section II provides an insight into the courses and

the impact generated by it. The section III provides the suggestions of the ex-trainees for improving the quality of the courses.

### **Section I : Profile of the Ex-students**

In order to study the background characteristics of the former students of the Career Oriented Courses , they were classified into different groups based on their characteristics. The classification of the sample shows that majority of the students are female (67.1%) followed by male (32.9). It is understood from the above that more female students have shown inclination for pursuing Career Oriented Courses so as to enable them to enter into the world of work. This may be due to the fact that women students like to join the employment immediately after completion of their regular education. The age-wise classification shows that majority of them are less than 20 years (45%) followed by 21-22 years (36.2%) and 18.8 percent of them are above the 23 years of age group. It is true that majority of the ex-students chosen for the study are younger in age group and some of them are still pursuing their higher education. However, those who are pursuing diploma and advanced diploma are lesser in number indicating that transition rate is low among the students of the Career Oriented Courses .

The community-wise classification represents the proportion of the population i.e., majority of the ex-students are from backward castes followed by other communities, SC and ST. The area-wise classification shows that two thirds of them are from rural areas and one third of them are from urban areas. The course that they have completed indicates that 40 percent of them are science graduates followed by Arts (31%), Commerce (24.2%) and BCA / BBA (4.2%). The year of study of the sample shows that 30 percent of them were selected from 2007-10 and 43.3 percent of them are from 2009-12. The proportion of the representation of the sample is 16.7 and 10 percent for years 2008-11 and 2010-13 respectively.

**Table 7.1**  
**Profile of the ex-students**

SI. No.	Character	Group	N	%
1.	Gender	Male	79	32.9
		Female	161	67.1
2.	Age	Below 20	108	45.0
		21-22	87	36.2
		23 and above	45	18.8
3.	caste	OC	80	33.0
		BC	101	42.8
		SC	32	13.0
		ST	12	5.00
		OBC	15	6.00
4.	Area	Urban	86	35.8
		Rural	154	64.2
5.	Course	B.A.	74	30.8
		B.Sc	98	40.8
		B.Com	58	24.2
		BCA/BBA	10	4.2
6.	Year of the study	2007-10	71	29.6
		2008-11	40	16.7
		2009-12	105	43.1
		2010-13	24	10.0
7	Income (monthly)	<50000/-	96	40.0
		50001-100000	95	39.6
		100001 &>	49	20.4
8	family	joint	61	25.4
		Nuclear	179	74.6
9	Occupation	agriculture	59	24.6
		employee	64	26.7
		business	66	27.5
		labor	51	21.25
10	Distance between college and residence	Below 10 km	128	53.3
		10-20	51	21.2
		21-30	21	8.8
		31-40	13	5.4
		41 and above	27	11.25

The monthly income of the family shows that an equal number of the sample are from less than Rs. 50000/- and Rs. 50001 to Rs. 100000/- income groups and one fifth of them are from above Rs. 100001/- income. This clearly indicates that majority of them are either low or middle income group

families willing to opt for the employment immediately after their graduation. The family occupation of the ex-students shows that more or less they are represented equally from agriculture background followed by employees and business groups. Contrary to the above, only one fifth of the sample is from daily wage earners.

**Table 7.2**  
**Family Literacy Index**

S. No	Item	Range	N	%
a	Total family members	Less than 3	43	17.92
		4-6	168	70.0
		7 & above	29	12.08
b	Illiterates	Less than 2	93	88.57
		3 & above	12	11.43
c	Literates	Less than 3	86	63.70
		4 & above	49	36.30
d	Education	Primary educated	58	42.96
		High school	40	29.62
		Inter and above	37	25.92

The Family Literacy Index shows that the size of the families is ranged between 4-6 members (70%) followed by the small families (17.92%) and large families (12.08%). The literacy status shows that 105 households of the sample have less than 2 illiterates (88.57%), and more than 3 illiterates (11.43%). In case of literates, 135 households have less than 3 literates (63.7%) and 36.29 percent of them have more than 4 literates in their families. Among the literates, 42.9 percent of them are primary educated followed by high school educated (29.62%) and inter and above qualification (25.92%). Distance travelled by the students to attend the courses shows that more than half of them have covered less than 10 KM and 21.2 percent of them have covered between 10-20 KM followed by more than 41 KM (11.25%). On the other hand, 8.8 and 5.4 percent of them have covered the distance of 21-30 KM and 31-40 KM respectively.

**Table 7.3****Courses completed by the ex-students**

S.No	Arts	Science	Commerce
1	Animation	Aesthetic treatment from nature	Business accounting
2	Communicative English	Agriculture, horticulture and nursery management	Computerized accounting
3	Counselling Skills	Computer application	E-commerce
4	DTP	Electrical and electronic equipment maintenance	Graphic design
5	Epigraphy	Electronics	Insurance
6	Fashion designing and cosmetology	Fermentation technology	Retail management
7	Film journalism	Fish farming	Talley
8	Functional English	Gemology	Tax procedure and practice
9	Hindi translation	Hardware and networking	Taxation
10	Hospitality management	Hospital waste management	Travel and tourism management
11	Internet	Industrial microbiology	
12	IRPM	Laboratory equipment and maintenance	
13	Merry Montessori	Medical plants	
14	Panchayat Raj and Rural Administration	MLT	
15	Photoshop	Networking simulation	
16	Rural handicrafts	Nutrition, dietician and fitness	
17	Soft skills and communication	Servicing of home appliances	
18	Spoken English	Sustainable agriculture	
19	Sports management	Technician in biotechnology	
20	Women entrepreneurship	Unani medicine and	
21	Yoga	Water and soil analysis	
22		Web designing	

On the whole, the background of the ex-students who have completed the Career Oriented Courses, majority of them are females, younger in age group, backward castes, from rural areas, science graduates, recently completed the course, low income group, nuclear families, belongs to business occupation, have come from literate milieu and covered a distance about 10KM to reach the colleges.

The popular Arts courses completed by the ex-students are communicative English, functional English, soft skills and communication, counseling skills, spoken English, hospitality management. In case of science, web designing, electrical and electronic equipment maintenance, electronics, computer applications, networking simulations. In case of commerce, tally, e-commerce, taxation, computerized accountings are the courses completed by the ex-students. The trend of the popular courses persuaded by the ex-students shows that the Arts students have preferred the courses promoting their communication competencies. In case of science and commerce, it is the application of the computers in their occupations. The preference of the courses clearly shows the gaps in the formal education where there is no scope for promotion of competencies required for communication and lesser opportunities for application of computer in various occupations. Keeping in view of the above, it is suggested that the communication skills and applications of computers need to be incorporated as one of the subjects in the regular courses. In case of other courses, which have future potentialities may be offered as optional subjects.

### **Course completed**

The sample of the ex-students were classified into three groups based on the course that they have completed viz., certificate, diploma and advanced diploma. The classified information shows that 68.3 percent of them have completed the certificate course, 13.3 percent have completed the diploma and 18.3 percent of them have completed the advanced diploma courses. It is an indication that not all the students who have enrolled in the certificate course have not gone through the other two stages. If the student is not able to



complete all the courses at three levels, then the very purpose of the course could not be achieved. Hence, there is a need to identify the reasons for not enrolling themselves in the further levels and suitable measures need to be initiated by the concerned institutions.

**Table 7.4**

**Level of the course completed**

S. No.	Level of course	N	%
1	certificate	164	68.3
2	diploma	32	13.3
3	advanced diploma	44	18.3

**Motivator**

The UGC has initiated the Career Oriented Courses for the promotion of the employability skills among the students and the colleges concerned shall need to seek the financial assistance from the UGC. It is voluntary and only selected & interested colleges have gone for them. Similarly, the courses are organized for the benefit of the students and the students have enrolled in the courses based on the information provided by the colleges. Again it is a voluntary and it is not mandatory for the students. In the light of the above, the former students were asked to indicate the motivator who has persuaded them to enroll into the course. In order to identify the motivator, four options were given viz., teachers, friends, parents and others. The responses of the sample indicates that the teachers are found to be the prime motivator (73.7%) followed by parents (17.9%), friends (6.7%) and others (1.7%). This clearly indicates that the teachers are taking keen interest in counseling the students enrolled in the course. In view of this, there is a need to strengthen the career guidance and counseling centers already functioning in the colleges or establishing such centres in the colleges where there are no centers. Further, there is a need to train the college teachers in counseling techniques and assign the responsibility of counseling the students in addition to their regular teaching.

### **Motives for joining the course**

The enrollment in the course is voluntary and optional. The students were enquired about their motive for their enrollment in the course. The responses shows that to enhance the employment opportunities, interest in the subject, To get employment, to mould it as an occupation and to improve the managerial skills are found to be the important motives. Further, 10 percent of them have enrolled in the course for time pass. The motives are an indication that the students are clear in their mind about improving and equipping themselves for employment.

**Table 7.5**

#### **Motives for joining the course**

<b>S. No</b>	<b>Item</b>	<b>N</b>	<b>%</b>
1	Mould it as an occupation	36	15.00
2	Get the employment	90	37.50
3	Enhance the employment opportunities	174	72.50
4	Enhance the managerial skills in the job	52	21.67
5	Interest	80	33.33
6	Time pass	24	10.00

### **Impact of the course on employability**

The basic objective of the career oriented course is to promote and enhance the employability skills among the students in addition to their regular education. It is likely that after completion of the course, it is expected that the students' chances for getting employment increases significantly. Further, it is necessary to ascertain to what extent the students have succeeded in getting employment due to their participation in the Career Oriented Courses. The responses gathered from the students indicate that 31.7 percent of them have secured the employment due to their participation in the course.

**Table 7.6**

**Sector-wise job secured by the ex-students**

<b>S. No</b>	<b>Position</b>	<b>N</b>	<b>%</b>
1	Government	32	42.10
2	Private sector	20	26.33
3	Self employment	18	23.68
4	Higher studies	6	7.89

The type of job that they have secured shows that majority of them have secured jobs in Government sector such as school teachers, administrators, banks, medical institutions etc., On the other hand, 26.33 percent of them have secured jobs in private sector and working in the areas of journalism, office assistants, computer based jobs, NGOs, accountants and in manufacturing industries. In addition, 23.68 percent of them have accommodated themselves in self employment in the areas of cultivation of medicinal plants, business, industry, service sector, supply of manpower etc., In addition to the above 7.9 percent of them have gone for higher studies.

**Knowledge about the employment of their co-students**

The sample awareness about the employment of their co-students shows that 41.7 percent of their fellow students have secured the employment and 58.3 percent of them indicated that they were not aware about the status of their co-students. With regard to the actual number of their co-students employed shows that 39 percent indicated that it is less than 3 persons, 4-10 persons (48%). Further, 13 percent of them have indicated that 11 and above of their co-students have secured employment.

**Table 7.7**

**Awareness about the employment of the co-students**

S. No	Item	N	%
1	Less than 3	39	39.0
2	4-10	48	48.0
3	11 & above	13	13.0

**Gestation period for employment**

The purpose of the Career Oriented Courses is to help the students to secure the employment immediately after completion of the course or to reduce the gestation period for getting the employment. In the light of the above, the sample was asked to indicate the time taken for securing the employment. The gestation period i.e., the gap between the course completion and entry into the employment was found to be immediate in case of 55.26 percent, less than 6 months for 26.2 percent and it is 10.53 percent within a year. Further, 7.89 percent indicated that it has taken more than a year to secure the job.

**Table 7.8**

**Gestation period**

S. No	Gestation period	N	%
1	Immediately	42	55.26
2	Less than 6 months	20	26.32
3	7-12 months	8	10.53
4	More than a year	6	7.89

On the whole, it appears that more than 80 percent of the students have secured the employment within six months from the completion of the course. It is a good sign and only those students who have equipped with required competencies have secured their jobs.

### **Future employment opportunities in the course**

The former students were asked to indicate whether there will be more employment opportunities in the course that they have completed and the nature of employment to be available in nearby future. The responses show that 84.2 percent of the sample is optimistic that demand for manpower in the trade of their training will be more in nearby future.

**Table 7.9**  
**Future employment**

<b>S. No</b>	<b>Sector</b>	<b>N (multiple responses)</b>	<b>%</b>
1	Self employment	65	27.08
2	Government sector	49	20.42
3	Private sector	137	57.08
4	NGOs	32	13.33

The Ex-students were of the opinion that there are abundant sources of employment in private sector for the course that they have completed followed by self-employment and government sectors. However, 13.3 percent of them are optimistic that the NGOs will accommodate them keeping their competencies in view.

### **Utility of the course**

The utility of the courses as viewed by the former students show that it has increased the employment opportunities, managerial skills required to discharge their functions, helpful in getting promotions in the current job etc.,

In addition, the course curriculum is also intended to enhance the personal competencies and managerial capacities. This indicates that the former students were optimistic that the course, course curriculum is helpful in promoting their personal competencies, increase the job opportunities and imbibe the competencies required for discharging their duties effectively.

**Table 7.10**

**Utility, Facilities and Transaction of Curriculum**

<b>S. No</b>	<b>Item</b>	<b>N</b>	<b>%</b>
<b>A</b>	<b>Utility of the course</b>		
1	Increase of Employment opportunities	219	91.2
2	Promotion of managerial skills in the job	212	88.3
3	Enhancement of personal competencies	219	91.2
4	Course contents Enhances the job managerial capacity	200	83.1
5	Promotional avenues in the jobs	134	55.8
<b>B</b>	<b>Facilities made available</b>		
1	Provision of required facilities	237	98.8
2	Adequacy of experts to teach the course	224	93.3
3	Availability of the books relating to the course	222	92.5
<b>C</b>	<b>Transaction of the curriculum</b>		
1	Adequate practical training	224	93.3
2	Allotment of Home assignments	221	92.1
3	Assignments according to the level of the students	223	92.9
4	Teaching according to the students' standards	228	95.0
5	Need based curriculum	228	95.0
6	The course content enhanced the employable skills	215	89.6

### **Facilities made available**

Additional facilities are required to organize the specialized courses under Career Oriented Courses. The ex-students indicated that the management of the colleges have provided required infrastructure for organizing the course, expert lecturers were made available and provided additional books required for the course. On the whole, the institutions have provided all the required physical infrastructure, human resources and teaching learning materials required for the students.

### **Transaction of the curriculum**

The curriculum prescribed for a particular course need to be transacted according to the nature of the course. Without which the courses will end up like any other formal courses. As the courses are goal oriented and conceived with a specific purpose of imbibing the qualities and competencies required for promoting the employability among the students. It is understood from the students that the faculty have provided adequate practical training, provided home assignments as per the standards of the students, the faculty has taught the syllabus based on the standards possessed by the students.

### **Self employment**

The Career Oriented Courses are designed to enhance the employability of the students not only to seek the employment in the existing local market, but also to equip them to establish their own enterprises. Keeping the above, the information was also collected from the former students about the utility of the courses for self-employment. The responses show that only 37.1 percent of the former students have indicated that the courses enabled them to utilize it for self employment. The self employment avenues were found to be in the areas of Print media, Teaching, Data Entry work, Manufacturing of detergents and marketing, Catering service, Computer hard ware, Trouble shooting, System formatting, Servicing of household gadgets, Electrification, Tourist Guide, Business, airline ticketing,

Tax Procedure and management, Filing of IT Returns etc., It indicates that the students of the Career Oriented Courses can become entrepreneurs.

### **Agencies accorded importance for the course**

The ultimate purpose of the Career oriented course is to enhance the employability and enable the institutions to prefer the students who have undergone the courses. The former students of the courses indicated that the institutions such as Beauty parlor, Computer centers, Airlines, Fashion field, Food services (Caterings, Hotels), Tax consultants, Hospitality, Infrastructural Sectors, Journalism, Tourism, Fitness Centre, NGOs, Industries, educational institutions, business establishments, Chartered Accountant etc., have considered them for employment. The areas preferred by the trainees, is an indication of the requirement of the local employment market. If the courses are designed based on the local needs, the avenues for the employment of the students will be enhanced.

### **Re-structuring of the courses**

It is understood from the above, one fifth of the trainees of the courses are getting employment immediately and the gestation period is also decreased. But, there is a need to identify the areas of employment and restructuring/strengthening of the curriculum so as to decrease the gestation period and to increase the employability of the students. The responses of the sample indicate that 37.1 percent of them felt that there is a need for restructuring of the courses. More than one third of the sample suggested for incorporating the advanced concepts in the curriculum, provision for advanced software and computer hardware, technical devices, more practical training and exposure visits to the field, incorporating ICT in teaching, on the job training, provision of teaching/learning material, internship, awareness about the employment avenues, provision for regular monitoring and assessment etc., No doubt, the guidelines of the Career Oriented Courses clearly stipulated the above, but due to various reasons this could not be



followed by the colleges. Hence, it is suggested that the curriculum of the courses need to be strengthened, provision of additional equipment for the courses, hands on training, industrial visits and regular assessment for enhancing the quality of the programmes.

### **Employment avenues**

The opinion of the ex- students of the Career Oriented Courses indicates that employment opportunities are always available for the trainees of the courses (67.9%), followed by seasonal (26.7%). However, 5.4 percent felt that the courses are not helpful in getting employment.

**Table 7.11**  
**Facilitation by the colleges**

<b>S. No</b>	<b>Item</b>	<b>N</b>	<b>%</b>
1	Arrangement of expert lectures	217	90.4
2	Conducting examinations	224	93.3
3	Information on the employment opportunities	186	77.5
4	Placement cell	185	77.1
5	Additional courses	166	69.2

The facilities provided by the colleges for organizing the courses shows that the colleges have invited the experts in the field to deliver the lectures, conducted the examinations on regular basis for assessing the performance of the students, information was collected and displayed to the students on the employment opportunities available for the students and created placement cell. In addition, the students felt that there is a need to arrange additional courses to enhance their employability, skills and competencies.

### **Additional facilities required**

The sample (69.2%) felt for additional facilities for organizing the course effectively. The additional facilities required are Lab equipments, increased duration of the course, Language lab facilities, Computer lab with internet facility, More reference books, Software section, Advanced infrastructure facilities, facilities for Hands –on- training etc., The responses are self explanatory and the colleges organizing the Career Oriented Courses need to keep the above in mind while organizing the courses.

### **Additional courses required**

As indicated earlier that 69.2 percent of the sample felt that there is a need for additional courses to enhance the employability among the students. The additional courses suggested by the ex-students of the Career Oriented Courses are as follows:

**Table 7.12**

#### **Suggested additional courses by the ex-students**

1	Communicative English	21	Civil service coaching
2	Computer Application.	22	Bank test Coaching.
3	Fashion designing.	23	Software testing
4	Nursery management.	24	Animation.
5	Web designing.	25	Networking &Net Simulation.
6	Photography, Photoshop.	26	Graphics.
7	Beautician course.	27	Video.
8	Tally (Account Packages)	28	Automation.
9	D.T.P	29	Interview Facing Programmes.
10	Interior designing.	30	Industry Lab Programs & Industrial Production.
11	Teacher Training Courses.	31	Bio-fertilizer production.
12	Electrician / Electrification.	32	C, C++
13	Tax practice.	33	X-ray and Scanning.
14	Water purification	34	Insurance &Risk Management.
15	Hospital management	35	Course on Stock Market.
16	Medical Lab Technology	36	Human Rights.
17	Journalism	37	Life skills Development.
18	Library and office management	38	Hardware Networking.
19	Hotel management	39	Dot net.
20	Statistical Analysis	40	Java.

The list of the courses suggested by the sample of the ex-students clearly indicates that these groups of sample are not aware about the courses offered by the colleges elsewhere. Further, the courses suggested by the sample are mostly at the certificate level courses. Hence, the colleges may be permitted to organize the above courses depending on the need or the above may be incorporated in the regular curriculum in a selected manner under optional subjects so as to enable the student to acquire the skills and competencies in the particular area. In addition to their regular subjects, this will enable them not only to equip with the proficiency in the above areas, but also to apply in their regular fields to enhance their performance.

### **Sum up**

The Career Oriented Courses are designed as on add-on courses for the promotion of employability among the regular graduate students. The programme is in operation for a longer period, it is time to assess its impact and performance in terms of attaining the objectives. The right source for ascertaining the impact is the institutions implementing the programme and the stakeholders. In order to arrive at the above the opinion of the ex-students has been collected and analyzed. The findings are as follows:

1. The profile of the ex-students shows that majority of them belongs to female, younger, back-ward castes, rural, science graduates, middle income, nuclear families, agricultural and casual labour occupation, residing less than 10kms from the college and recent pass out groups. Majority of families have 4 to 6 members, half of them are illiterates and among literates majority of them are primary educated only.
2. The courses completed by the ex-students are mostly Arts and Science courses and only few of them are commerce. Majority of the sample are certificate holders.
3. The prime motivator for their enrollment is teachers followed by parents and friends. The motive for their enrollment is to enhance their

employment opportunities followed by to secure employment and enhance managerial skills.

4. The impact of the courses in terms of securing employment revealed that the students have secured jobs in Government, Private sector and Self employment.
5. The ex-students are aware about the employment status of their co-students and nearly half of them revealed that 4 to 10 of their batch mates have secured employment. The gestation period of securing employment is immediate in half of the cases followed by less than six months after completion of the course.
6. The future employment opportunities as per ex-students for the courses are private sector followed by self employment and Government sector.
7. With regard to the utility, majority of them felt that courses enhances the employment opportunity, managerial skills, competencies, creates more avenues for the jobs.
8. The institutions organizing courses have provided the infrastructural facilities, experts, books and other facilities. During the transaction of curriculum adequate practical training, home assignments, need based curriculum and practical aspects have been taught.
9. The former students have indicated that service sector had provided the employment opportunities for them.
10. As only one fifth of the students are getting employment immediately and they felt restructuring of the curriculum for enhancing the employability through incorporating advanced concepts, provision for advanced software, industry and institutional collaboration, internship, regular monitoring and assessment is required.
11. The employment avenues are available throughout the year for the competent students.

12. The institutions should arrange expert lectures, conduct regular monitoring, provide information on employment opportunities, organize additional courses and create placement cell for enhancing the employment.
13. The additional facilities suggested includes lab equipment, increase of duration, internet facilities, advanced software, practical training, more reference books etc.,
14. The additional course suggested by the former students are mostly the courses for promotion soft skills, professional courses, skill oriented, service sector and mechanical in nature.

## Chapter VIII

### Suggestions for Improving the Quality

*The chapter provides suggestions suggested by the stakeholders for improving the quality of the programme. It fulfills the objective ten.*

The success of the Career Oriented Programmes depends on the quality of the courses organized in terms of promotion of employability among the students. These courses were conceived with utmost care as these are different from the conventional courses and intended with a particular objective of promoting human resources. The colleges have conceived these programmes based on the UGC guidelines for securing the funding from it. The curriculum framework was also conceived by them and there is no proper monitoring / accreditation from the universities. The curriculum was also not approved in the academic bodies of the universities. The colleges were allowed to formulate their own curriculum and also conduct the examinations. The certificates were also issued by the colleges. In view of this, there is heterogeneity in terms of curriculum, assessment and certification. Keeping this in view, the information was elicited from the stakeholders of the programme for improving the quality of the programmes. The suggestions obtained from various sources are as follows:

#### **Suggestions from the colleges**

The suggestions provided by the institutional heads for improving the quality of the courses are listed below:

**Table 8.1**

**Suggestions for improving the quality of Courses  
perceived by the Colleges**

1. Centralized syllabus across the Country
2. Common forum for exchange of information
3. Better remuneration for professionals and experts
4. Campus recruitment
5. Certificate course instead of three different levels.
6. Communication skills must be the part of syllabus
7. Continuous grants without gap
8. Approval of the certificate issued by competent authority
9. Provision of Employment Officer
10. Establish high-tech lab facility
11. Liberal grants for the high rated courses
12. Transport facility for field work
13. Frequent Field visits
14. Funds for more infrastructure facilities
15. Grace marks for successfully completed students
16. Hands on experience to the students
17. Impart management techniques
18. Incentives and prizes for outstanding students
19. Increase budget allocation
20. Incorporation of latest subjects
21. Industry interface linking with placement
22. Internship
23. Issue of the honors
24. Loan facility for students to start self-employment

25. Make the courses mandatory for UG students
26. Monitoring from the University
27. Monitoring mechanism should be streamlined
28. More funds for equipment
29. More funds for study tours
30. More guest lectures by experts in the concerned field
31. Permanent staff for the course
32. University should conduct Exams Periodically
33. Project as the part of the course
34. Random checking by the authority
35. Increase duration of the classes
36. Introduce viva-voce in all papers
37. Faculty should be trained
38. Convert the courses as regular courses
39. Funds should be released in the beginning of the academic year
40. University affiliation procedure needs to be simplified
41. Yearly meetings of principals at University level

The suggestions provided by the heads of institutions have touched all spheres of the courses since its inception to the follow up. In view of the above, the Career Oriented Course may be made mandatory as one of the optional at the graduate level and at the post graduation so as to facilitate the students to acquire the additional skills on par with regular education. The courses need to be recognized by the University and have monitoring mechanism with industry tie up with practical components. The UGC on its part, instead of providing grant-in-aid on piecemeal basis for selected colleges should conceive a comprehensive plan to provide it to all the students to help them to enter into the world of work at the earliest. This will facilitate for utility of manpower in the national development and to avoid the wastage of the manpower during the gestation period.



## **Faculty**

The faculty has suggested for provision of orientation programmes to the faculty, provision of audio-visual equipment, hiring of experienced faculty, adequate furniture and lab equipment, tie up with industry with more practical training to the students, exposure of the students to field visits etc.,

## **Students**

The students who are attending the courses at present are the right source to provide the feedback about the quality of the programme and to provide suggestions for improving the quality of the programme. The suggestions elicited from the current students for improving the quality of the courses organized by the educational institutions for improving the competencies among the student are listed in the table 8.2.

**Table 8.2**

**Suggestions for improving the quality of the course  
perceived by the Students**

1. Arrange field trips
2. Awareness about the course
3. Communication skills
4. Course should conduct in regular hours
5. Digital Library
6. Efficient resource persons
7. Ensure the qualified teachers
8. Expert guest lectures
9. Facilitate transport for field work
10. Good facilities and materials
11. Capacity building
12. Good lab facilities

13. Increase class hours
14. Increase the duration
15. Increased Field work duration
16. Industrial visits
17. Industry interaction
18. Institutes and industry tie-up
19. Job opportunities
20. Midterm assessment
21. More Budget
22. More demonstration in class
23. Interactive classes with experts
24. Live projects
25. Practical training
26. Opportunities for Self practices
27. Provide placement opportunities
28. Real time exposures
29. Seminars, symposiums and exhibitions
30. Systematic curriculum
31. Provision of Tablet computers
32. Time management & Career orientation as part of regular degree programme
33. Updating the syllabus
34. Use of PPTs and A-V aids

The list of the suggestions provide by the students is an indication of their concern for improving the quality of the courses. The suggestions are mostly relating to the teaching/learning transaction, infrastructure, institutions and industry tie-up, practical work. Apart from the above they have also suggested for the improving the innate abilities of the students.

## **Ex-students**

The Institutions should arrange expert lectures, conduct regular monitoring, provide information on employment opportunities, organize additional courses and create college placement cell for enhancing the employment. The additional facilities suggested for improving the quality of the courses include provision of lab equipment and facilities, computer lab with internet facility, increased duration of the courses, more reference books, facilities for hand on training etc.,

## **Sum up**

1. The suggestions of the colleges mostly relating to the academic, administrative and relating to the certification, regular staff, more grant-in-aid, certification from the universities through regular assessment by the University, Teachers of the courses require orientation, introduction of project work and viva-voce, industry tie up etc.,
2. The faculty has suggested for provision of orientation for teachers, suitable audio-visual equipment, hiring of experienced faculty, adequate lab and other infrastructure, tie up with the industry, more practical trainings etc.,
3. The students suggested for qualified and efficient faculty, industry tie up, interaction with experts, practical training, exposure to the field visits, provision for capacity building etc.,
4. The ex-students suggested for expert lectures, regular monitoring, placement cell, additional courses, additional facilities, more reference books and hands on training.

### Summary and Recommendations

*The Chapter presents the summary of the findings of the study in terms of the status of the courses, profile and opinion of the stakeholders and recommendations.*

India being the populous country in the world has made efforts to increase the pace of its development by involving its human resources in the economy. In this process, it has expanded its educational system to increase the enrollment in higher education leading to the Human Resource Development. However, there is a mismatch between the graduates coming out of the system and the nature of jobs available in the market. This has created more unemployment among the graduates as the system has not supported with the component to equip the students with employable skills and competencies required for global needs. Recognizing the lapses in the educational system, the University Grants Commission has taken steps to increase the employability among the students by introducing the Scheme of vocationalization of higher education later renamed it as Career Oriented Courses . The Scheme is in operation since Xth plan and requires assessment of its progress and performance to rectify the deficiencies and replicate the successes. Keeping the above backdrop, the present study was conducted and the major findings and recommendations are as follows:

#### **Findings**

##### **Courses organized by the colleges**

The colleges selected for the study have organized courses in Arts, Science and Commerce. Some of the colleges have organized more than one course. The courses organized under Arts are intended for the promotion of soft skills and competencies required for service sector. The soft skills are mostly to enhance communicative skills, communicative English etc., The courses relating to the service sector are journalism, Entrepreneurship

Development, TV News Reading, Human Rights, Medical Lab Technology, Panchayat Raj and Rural Development, Rural Handicrafts, Counseling Skills etc., In the areas of computers, they have organized D.T.P., Computer Applications, Graphic Design, Animation, Advanced Programme in Web Designing. In addition, the colleges have also organized Classical Music, Epigraphy and Fashion Designing.

In case of science, the courses are of different kinds and different areas such as Gemology, Geo-Informatics, Food Science, Plant Resource Development, Bio-Informatics, Soil and Water Analysis, Hardware and Networking, Medical Lab Technology, Net-Sim, Information Technology, Embedded System, Computer Networking etc., Further, the colleges also organized Food Production, Bakery and Confectionary, Medical Botany, Flori-Culture, Fermentation Technology, Clinical Diagnosis, Medical Lab Technology, Soil and Water Analysis, Aquaculture, Food Science, Electrical and Electronic Maintenance. The courses under Commerce stream are Hospital Management, Cooperative and Business Management, Tax Management, Financial Management, Hospital Waste Management, Retail Management, Event Management, Tourism and Hotel Management, Human Resource Management, Insurance, Taxation, Environmental Management, E-Commerce, Garment Production, Accounting Test etc., The nature of the courses organized by the colleges clearly indicates that they are not homogeneous in nature, but heterogeneous. This may be due to local needs and employment market.

### **Enrollment, transition and success rate**

The Career Oriented Courses have been organized at three levels i.e., certificate, diploma and advanced diploma. The intention of the course is to help the students to acquire the specialization at three levels. However, it is found that in majority of the cases, the transition of the students has not taken place as they dropped out either at the certificate or diploma level. In very few cases, the advanced diploma has been offered. Those enrolled in the

certificate course could not continue for the diploma course. As a result, in majority of the cases, the colleges again offered the certificate course to fill the vacuum. The selected colleges have organized 130 courses with an enrollment of 3419 and 2734 have completed the certificate, 1990 diploma and 1389 advanced diploma i.e., only 40 percent of the students have completed the entire course and 60 percent have dropped out from the course at various levels.

### **Nature of the courses**

The list of the courses organized by the colleges and the opinion of the stakeholders clearly indicates that the courses are of market oriented, need based, able to promote the skills in the area concerned and career oriented. The courses conceived by the colleges are of practical oriented. The opinion of the stakeholders and the nature of the courses organized by the colleges is an indication to show that the courses are based on the local needs and potential enough to promote the employability among the students.

### **Facilities extended**

The colleges organizing the Career Oriented Courses have extended the facilities required for organizing the courses such as adequate class rooms, access to the laboratories, library, computer lab, adequate resource persons, monitored the progress of the students, arranged the practicum, exposure / field visits etc., On the whole, there is no complaint about the facilities from any source.

### **Organizational problems**

The courses are of part-time in nature and students have to attend the courses in the evening or morning. It is observed from all the sources that the students are under pressure to attend the classes due to the busy schedule of semester examinations. Lack of interest among the students, limited time availability to the students, certificates are not issued by the University, lack

of University level monitoring, getting experts for the evening classes, inability of the students for attending internships, unwillingness of the students to stay back after regular hours, low remuneration for the experts, inadequate finances for organizing the courses including field trips etc., are some of the organizational problems encountered by the colleges.

### **Profile of the stakeholders**

**Students :** The profile of the current students shows that majority of them are women, younger in age group i.e., 19-20 years, backward castes, urban, first year, science students, day scholars, residing within the radius of 5kms, travel by bus and pursuing certificate courses. The psychological profile of the current students shows that majority of them have low aspirations, poor in subject matter, not willing to participate in practical work and not able to concentrate on the subject and follow the teaching and poor in reasoning. Further they are not serious in competitiveness, maintaining rapport with peer group and interaction with others and poor in academic performance. The students have been distributed almost equally among low, moderate and high psychological profiles.

**Ex-students :** The profile of the ex-students shows that majority of them are female, younger in age group, back ward caste, rural, pursuing science graduation, middle income, nuclear families, agriculture and casual labour as occupation, residing less than 10kms radius from the college and majority of them are recent pass outs. Majority of families have 4 to 6 members, half of them are illiterates, among literates, majority of them are primary educated. The courses completed by the ex-students are mostly Arts & Science and only few of them are from Commerce at the certificate level.

**Faculty :** The profile of the faculty shows that they have been represented by both the sexes, majority of them are younger in age group and represented from OC and BC communities, residing in urban and semi-urban areas,

teaching science and arts subjects. The proportion of the elder age group, SC and OBC, rural and commerce background faculty are less in proportion.

### **Motives for enrollment**

The motives for enrollment in the course are time-pass, friends enrolled, to utilize facilities in college, adopt the trade as future occupation, to manage the future jobs, to secure immediate job, to enhance their competencies and good teachers. The level of motivation possessed by them shows that majority of them have moderate motivation.

### **Motivator**

The prime motivator for the enrollment of the current students is teacher followed by parents and friends. The ex-students have revealed that the motivator for their enrolment into the course is friends, lecturers, self, friends and parents.

### **Academic problems**

The faculty felt that it is difficult for the students to attend the courses simultaneously due to semesterization and sparing the time, duration of the courses are short, need more practical exposure.

### **Employability of the courses**

All the colleges indicated that the courses are helping the students in obtaining employment and promoting competencies for competing for the jobs.

The students perceived that the courses enhance their future job opportunities and avenues, enable them to secure jobs, equip them with competencies and increase the scope for self employment.

### **Courses preferred by the students**



The suggested courses by the colleges are advanced and applied in nature intended to promote employable skills for securing jobs in organized sector.

The courses suggested by the current students are service oriented, computer related leading to the self employment. Most of the courses are found to be relevant for entry into the job and the competencies and skills acquired enhances their job performance.

The additional courses suggested by the former students are related to soft skills, professional courses, skill oriented, service sector and mechanical in nature.

### **Quality, relevance and employability of the programme**

#### **Quality**

The quality of the programmes as viewed by the faculty in terms of availability of the faculty, expert lectures, transacting the teaching, assessment and availability of placement cell revealed that all the colleges were adhering to the norms of the funding agency. The trend indicates that the institutions have taken adequate steps to maintain the quality of the courses.

The quality of the courses as perceived by the students revealed that courses are up to mark in terms of coverage of syllabus, generation of employment skills, hands on training, assessment, arranging resource persons, feedback, opportunities for higher education, extent of employment opportunities, scope of the job in the local market etc., On the other hand linkage between industry and institute is found to be weak link. The level of the quality of the courses viewed by the students show that nearly two thirds of the students felt that the quality of the courses are low. On the other hand 15.3% and 20.7% of them felt that the quality is moderate and high respectively. In spite of the fact that the students felt that these courses are employment oriented but these are managed at very low quality.

The former students felt that the institutions organizing courses have provided the facilities, experts, books and other facilities. During the transaction of curriculum adequate practical training, home assignments, need based curriculum and practical aspects have been taught.

### **Relevance**

**Colleges :** Most of the institutions felt that the courses are helping students in getting employment and in promoting competencies for competing for the jobs.

**Faculty :** The relevance of the course for the employability of the students shows that the students will have the future in the trade in which they were trained in terms of employment opportunities and competencies.

**Current students :** Majority of the courses are skill based especially in the area of computers and service sector. Very few courses are production and self employment oriented. It is true that the recent surveys clearly indicated that the country requires a large number of manpower in the area of service sector and this is the first step to meet the anticipated demands.

**Ex-students :** The ex-students felt that courses enhanced the employment opportunity, managerial skills, competencies, created more job avenues.

### **Employability**

**Institutions :** Most of the institutions felt that the courses are helping students in getting employment and in promoting competencies.

**Faculty :** The faculty firmly believed that there is large number of opportunities for the students attending the Career Oriented Courses for the employment. The employment available in the areas is service sector and self employment related. More than half of the students of these courses have secured the job. However, the extent of employability of the students is only one third and secured the job immediately after completion of the course. For rest of them, the gestation period is more than one year.

**Current Students :** The students' perception towards the employability of the courses revealed that these courses were able to enhance the future opportunities, future job avenues, enable them to secure jobs, increase the employment avenues, equip with competencies and increase scope for self employment. An equal number of students felt that the employability of the courses is low and high respectively. There is a need to improve the employability of the courses as majority of the students still feels that the employability of the courses are moderate to low.

**Ex-students :** As per the ex-students, only one fifth of them are getting employment immediately. They felt the need for restructuring of the curriculum for enhancing the employability through incorporating advanced concepts, provision for advanced software, industry and institutional collaboration, internship, regular monitoring and assessment. The employment avenues are available throughout the year for the competent.

### **Utility of the course**

The perception of the former students shows that the courses increases the avenues of employment opportunities, promote the managerial skills required to discharge the functions in the job. The course content was inbuilt with the managerial capacities, helpful in getting promotions in the current job and personal competencies. This indicates that the former students were of the opinion that the courses promote their personal competencies, increase the job opportunities, imbibe the competencies required for discharging their duties effectively etc., Further, aware about the abundant sources of employment in private sector, self employment and government sectors. However, few of them were optimistic that the NGOs will accommodate them keeping their competencies in view.

### **Self employment**

One third of the former students were of the opinion that the courses enable them to enter into the self employment. The self employment avenues

are found to be in the areas of Print Media, Teaching, Data Entry Work, Manufacturing Of Detergents and Marketing, Catering Service, Computer Hardware, Troubleshooting, System Formatting, Servicing of Household Gadgets, Electrification, Tourist Guide, Business, Airline Ticketing, Tax Procedure and Management, Filing of IT Returns etc., It indicates that the students of the Career Oriented Courses can become entrepreneurs.

### **Measures for improving the quality**

**Institutions :** The suggestions provided by the institutions for improving the quality of the courses are providing infrastructures, qualified professionals, campus recruitment, regular monitoring, industry institution linkages, internship for students, regular staff, soft skills, uniform syllabus, orientation of faculty, enhanced financial support etc.,

**Faculty :** The Faculty were of the opinion that the Quality of the course largely depends on availability of experts, frequent assessment and availability of placement cell.

**Current students:** The suggestions provided by the students for improving the quality of the courses relating to the hiring of effective guest lectures, providing better work environment, infrastructure and effective curriculum transaction.

**Ex-students:** The institutions should arrange expert lectures, conduct regular monitoring, provide information on employment opportunities, organize additional courses and create college placement cell for enhancing the employment. The additional courses suggested by the former students are mostly related to the promotion soft skills, professional courses, skill oriented, service sector and mechanical in nature.

### **Conclusions**

1. The courses organized are in Arts / Social Sciences, Commerce and applied / pure Science streams. The courses in Commerce Stream are

found to be low in comparison with other two streams. The courses conceived are intended to promote communication, ICT skills, competencies and skills required for the employability in the service sector and self employment sector.

2. All the colleges have enrolled optimum number of students and the number has decreased during transition periods i.e., from certificate to diploma and there by advanced diploma.
3. The courses conceived and implemented are of market oriented, need based and capable of enhancing the employability of the students.
4. Colleges are not able to attract the experts / institutions in the trade and the remuneration offered is inadequate. The students are under pressure due to their regular studies, semesterization, not able to spare time after the college hours due to the distant location of the college, transport, security for the girls, inadequacy of the funds earmarked for practicum / field studies, certificates are not issued by the Universities, lack of proper monitoring and evaluation of the programme at higher level etc., are coming in the way of organizing the courses
5. Majority of the students opting for Career Oriented Courses are women, less than 20 years, backward castes, urban students, pursuing science courses, day scholars. Psychologically low aspirants, poor in subject matter, not willing to go for practical work, poor in reasoning, not serious in competitiveness, poor interaction and performance.
6. The motives of the students for enrollment is to utilize the facilities in the college, adapt the trade as future occupation, enhancing the competencies for managing the future jobs, to secure immediate job etc., The motivator of the students is friends, teachers, parents and self.

7. The students are not able to cope up with the academic pressure from both regular and part time courses.
8. The course incharge is the additional responsibility given to a regular faculty and the experts were drawn from industry with a minimum remuneration.
9. The colleges concerned have extended all the facilities required for organizing the courses.
10. The courses organized are able to enhance the future opportunities in the jobs, securing the job, increase the employment avenues, equip with the competencies required for self employment. The courses preferred by the students are mostly from the service and self employment sectors.
11. The enrollment, transition and success rates reveals that only 40 percent of the enrolled have completed the advanced diploma course and 60 percent were dropped out at various levels.
12. Suggested for more courses for equipping with employable skills including soft skills. The quality of the courses in terms of faculty, transaction of teaching learning, assessment and placement are found to be moderate.

## **Recommendations**

1. It is estimated that only 5 percent of the Indian youth are vocationally trained and country's target of skilling 500 million people by 2022. The current capacity of institutions imparting skill development is only 3.1 million per annum. Hence, there is a need to cover more number of students in the coming years. Hence, it is suggested that vocational training on par with regular education should be provided through Career Oriented Courses to increase the coverage of students initially to the tune of at least 5 million per annum. In order to attain the above, all the colleges need to be involved in organizing Career Oriented Courses either as a part of the regular curriculum or separate course to promote employability among the students.
2. The Career Oriented Programmes are conceived and implemented by the colleges without any uniformity and monitoring from the universities. As a result, the certificates issued by the colleges are not favourably viewed by the industry. Hence, it is suggested that the courses organized should have uniformity in terms of curriculum, monitoring and certification. The UGC should take initiatives to prepare core curriculum for the courses, provide specific guidelines to the universities and colleges for effective monitoring and maintaining the quality of the courses. Half of the curriculum of the Career Oriented Courses should be incorporated with practical work and field exposure.
3. The Career Guidance and Counseling cells need to be sanctioned to all the colleges and strengthened wherever they are functioning. These cells should create awareness among the students about the career opportunities, further education and self employment avenues etc.,

4. The UGC and University should organize orientation programmes to the colleges and the faculty for conceiving, implementing and conducting examinations relating to the Career Oriented Courses .
5. The UGC should strengthen the community colleges for organizing vocational education and training for the college youth and community.
6. The Grant-in-Aid provided to the courses is not adequate to meet the manpower, creation of facilities, organizing industry tie ups and procurement of books and materials required for the course. Hence, the ceiling of the grant-in-aid provided to the colleges need to be increased based on the nature of the course.
7. A Consortium of colleges organizing Career Oriented Courses need to be established for collaboration, coordination and to bring the uniformity in the course syllabi, examination system and certification.
8. The UGC should constitute a committee to re-structure the guidelines, courses, grant-in-aid to make them more viable and career oriented.



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**List of the Courses sanctioned in Arts**

- 3-DS max Photoshop for designers
- Advanced programming
- Advertising and sales management
- Advertising, salesmanship and publishing
- Aerobics
- Agricultural economics
- Agriculture marketing
- AIDS and family counselling
- Air ticketing and cargo
- Anchoring, reporting and news reading
- Animation and graphics
- Apparel construction
- Apparel making and traditional enrichment
- Application of various statistical techniques
- Applied India psychology
- Applied psychology
- Applied sociology
- Applied sociology and rural development
- Art appreciation and communication
- Art Drama
- Art of cooking
- Audio production, sound recording and editing
- Audio video courses
- Audio-visual communication
- Aviation catering and hospitality
- Aviation management
- Bakery and food preservation
- Balwadi and child development technique
- Balwadi sevika training
- Banking practice
- Basic communication skills
- Basic cooking and catering management
- Basic of Human resource development
- Basic photography
- Basic yoga
- Basics of music
- Beautician
- Beautician training and cosmetics
- Beauty culture
- Beauty culture and therapy
- Beauty parlour management
- BPO
- Business communication
- Business English
- Business processing outsourcing (BPO)
- Career oriented soft skills in English
- Career specific HRD skills
- Bodo
- Cooperative sector
- Criminal psychology
- Dramatics
- English conversation
- Prakshadhyan, Jivan Vigyan and Yoga
- Remote sensing
- English communication skills
- French
- Chemical nutrition
- Child care

- Child care and food nutrition
- Child care and nutrition
- Child care and welfare
- Child development
- Chou dance and mosque making
- Cinematography and video editing
- Civil service coaching
- Classical dance
- Classical music
- Coaching for competitive examinations (IAS, IPS, TNPS, Bank, PSC, MLT)
- Communication skills
- Communication skills and technical writing
- Communication skills in English
- Communication, journalism and public relations
- Communicative and business oriented English
- Communicative English and journalism
- Communicative English and personality development
- Communicative French
- Communicative skill and spoken English
- Communicative skills and personality development
- Company secretary
- Computer aided interior design
- Computer and office management
- Computer animation
- Computer application
- Computer applications for managerial functions of Economics
- Computer based web designing
- Computer courses
- Computer crafts
- Computer graphics and animation.
- Computer graphics, animation, multimedia and web designing
- Computer hardware
- Computer hardware maintenance and basic networking
- Computer literacy
- Computer maintenance
- Computer maintenance and networking
- Computer network
- Computer operator and programme analyst
- Computer oriented library & office management
- Computer training skill based modules
- Conservation and restoration of Arts works on paper support
- Consumer rights & human rights education
- Cooking and bakery
- Cooperative management
- Corporate communication
- Cosmetics, analysis and application in beauty parlour
- Cosmetology
- Cosmetology and beauty care
- Counseling skills
- Counselling
- Creative writing and teaching in Urdu
- Crisis and conflict
- Culture and tourism
- Cutting and tailoring
- Cyber law

- D.T.P, Photoshop, film Journalism
- Data management
- Data analysis
- Development MLT
- Development of communication skills
- Diet, nutrition and health education
- Dietician
- Child psychology
- Music vocal and Kathak dance
- Doll making and fabric painting
- Drafting and creative writing
- Dramatics
- Dress designing
- Driving
- Dyslexia (Psychology)
- Early childhood care and education
- Eco tourism
- Economic and statistics for competitive examinations
- Economics for self help groups
- Economics of self helping
- E-content generation
- Eco-tourism and wild life photography
- Education and care for differently abled children
- Education and care of physically challenged children
- Education technology
- E-learning
- Energy auditing
- English communication and personality development
- English communication skill
- English communication techniques and career grooming
- English for career
- English for competitive examinations
- English for employability
- English for special purpose
- English for tourism
- English speaking course
- Entrepreneurship and career development
- Entrepreneurship development
- Entrepreneurship Development Programme
- Entrepreneurship development training
- Entry in to service course
- Environment management
- Environment science
- Environmental education
- Environmental protection
- Environmental study
- Ethics and values
- European languages (German and French)
- Event management
- Export management
- Family counselling and legal literacy
- Fashion designing
- Fashion designing and cosmetology
- Fashion designing and textile designing
- Fashion Hindi (functional)
- Film and drama appreciation
- Film journalism, DTP, Photoshop,
- Film production
- Fine arts
- Fish farming
- Fitness and self defense
- Food preservation and quality control

- Forestry
- French language
- Functional and communicative business English
- Functional and modern Sanskrit
- Functional Arabic course
- Functional communicative English
- Functional English
- Functional English & soft skills
- Functional English and functional Sanskrit
- Functional Hindi
- Functional Urdu
- Fundamentals of computers
- Gandhian thought
- Garment construction
- Garment production and export management
- Gender sensitization
- General studies of competitive examinations
- Geographic information system
- Global positioning system
- GPS for micro level and survey
- Graphic design and animation
- Guidance and counselling
- Gurmat Sangeet
- Health and beauty care
- Health and fitness management
- Health club and management
- Health education and yoga
- Hindi translation
- Holistic Yoga
- Home appliances maintenance
- Honey bee keeping
- Hospitality management
- Hotel management
- Human resource management
- Human Rights
- Human rights education
- Human rights- promotion of ethics and human values
- Human values and soft skills
- Indian classical music and dance
- Indian culture
- Indian Music
- Infant and child care training
- Instrumental music
- Insurance management
- Intellectual property rights
- Interior decoration
- Interior design
- Interior design and Architecture
- Interior design and bioinformatics
- Internet and web designing
- Internet application
- Investment plans and stock markets in India
- Jewellery design
- Journalism
- Journalism & communicative English
- Journalism and correspondence in Arabic
- Journalism and editing
- Journalism and mass communication
- Journalism and mass communication in Tamil
- Journalism in Tamil
- Journalism in Telugu
- Jyotish and astrology
- Jyotish and vastu
- Jyotish shastra
- Kannada language

- Karamkanda
- Kishaugarh and miniature painting
- Land recording and surveying
- Language based skills
- Language LB
- Language proficiency
- Law relation to patents
- Leadership and local administration
- Legal practice training
- Legal process outsourcing
- Leisure and hospitality management
- Library and information science
- Library automation and networking
- Library information
- Library management
- Light and folk music
- Local herbs and their products
- Management of NGOs
- Management studies and research methods
- Mantissa
- marketing,
- Martial arts
- Mass communication
- Mass communication and video production
- Mass media and communication skills
- Mass media and videography
- Media spectrum and communication
- Mediation and conciliation
- Mental health and social service
- Mental health counselling
- Military science
- Mobile phone repairing and servicing
- Modern sanskrit
- Mulbery cultivation and sericulture
- Multi-lingual translation
- Multimedia communication
- Music
- Music (vocal)
- NGO management
- Nursery and primary teacher training
- Nursery Development and management
- Nursery teaching training
- Nutrition, dietetics and fitness
- Office automation
- Office management
- Office secretary
- Official Hindi translation
- Over view of ADR and ADR approaches
- Painting
- Panchayat Raj and Rural administration
- Paurohitya
- Paurohitya and karamkanda
- Performing arts
- Personal trainer
- Personality development
- Personality development and communication skill
- Phonotics
- Photo journalism and videography
- Photography
- Physical education
- Political leadership
- Port management
- Poultry farming
- Primary teacher training
- Print and visual media
- Printing and dying



- Processing and wine technology
- Professional and communicative English
- Professional and personal development
- Proficiency in Spanish, French and Chinese
- Public administration and personal management
- Public relations and advertising
- Punjabi journalism
- Punjabi language and culture
- Radio and television
- Radio production and programming
- Rangabhoomi
- Remedial teaching course for ST,SC and minority students
- Rural banking and micro finance management
- Rural development
- Rural development and women empowerment
- Rural handicrafts
- Rural journalism
- Self defense and security guard
- Skill development for self employment
- Skill enhancement course
- Small scale industry and naturopathy
- Social counselling
- Social science projects
- Social work
- Sociology
- Soft skill development
- Soft skills
- Soft skills and communication
- Soft skills for bilingual students
- Soft skills for self development and career actualization
- Soil conservation and water management
- Speak English in grammar and phonology
- Spoken English
- Spoken Hindi
- Sport physiology
- Stress management
- Surveying
- T.V. News Reading
- Tailoring
- Tally, MS office
- Tea husbandry
- Technical writing
- Television and video production
- Temple arts
- Textile crafts
- Textile designing
- Theatre and television
- Ticketing and tour construction
- Tour and travel services
- Tourism
- Tourism administration
- Tourism and development
- Tourism and hotel management
- Tourism and travel management
- Tours and travels
- Traditional arts and culture of Bodos
- Translation
- Translation and communicative proficiency
- Translation and courses in English
- Translation and trans-cultural studies

- Translation of English to Arabic
- Translation of Indian literature as a stall
- Translation proficiency
- Translation proficiency and spoken English
- Translation proficiency in English
- Translation techniques and creative writing in sanskrit and regional languages
- Translational skills and mass communication
- Travel agency and tour operation
- Travel and tourism
- Tribal studies
- TV and video production
- Typing
- UGC/CSIR test coaching
- Understanding contemporary world politics
- Urdu electronic media
- Vaastu
- Vastu shastra
- Veda
- Vermi composting
- Vermi culture
- Video production
- Video production and editing
- Video products
- Video reporting
- Videography
- Visual communication
- Voice training and speech production
- Water shed management
- Web designing and automation
- Women and child care
- Women development course
- Women empowerment
- Women entrepreneurship
- Women entrepreneurship development
- Women's development
- Writing and spoken English
- Yoga
- Yoga and meditation
- Yoga and mental health
- Yoga and naturopathy
- Yoga and public relations management
- Yoga and soft skills
- Yoga and yoga therapy
- Yoga management and health care
- Yoga studies

## **Courses sanctioned in Science**

- 3D animation and graphics
- Accounting management systems using IT
- Accounting software medical transcription
- Actuarial sciences
- Advance biological techniques
- Advanced lab technology
- Advanced programme in computer application
- Advanced Programming
- Advanced sericulture
- Aesthetic treatment for nature
- Aesthetic treatment from nature
- Agricultural management
- Agriculture and sericulture
- Agriculture management of medical plants
- Agro farm management
- Analysis of soil and potable water and its importance
- Analytical and computational chemistry
- Analytical instrumentation
- Analytical technician
- Analytical techniques
- Analytical techniques and instrumental analysis
- Analytical techniques in chemistry
- Analytical technology
- Animation
- Animation & Multimedia
- Animation and visual effects
- Animation technology
- Apiculture
- Application of specific integrated circuit and embedded system
- Applied biotechnology
- Applied biotechnology in herbal medicine
- Applied electronics
- Applied techniques in industry and laboratories
- Aqua culture and fish culture
- Aquaculture
- Astronomy and astro- physics
- Bakery and confectionary
- Bakery and confectionary technology
- Basic electronics and computer assembling
- Basic horticulture and phonology
- Bee keeping management
- Bio informatics
- Bio-agent production technology
- Biodiversity
- Biodiversity and conservation
- Biodiversity and the role of medical plants in primary health care
- Biodiversity resources management
- Bio-fertilizer production
- Bio-Informatics
- Bio-informatics and bio-diversity
- Bio-instruments in clinical laboratory
- Bio-medical instrumentation
- Biotechnology

- Bio-technology data care management
- Bonsai and floriculture,
- Botany
- Business statistics and computer
- Catering and hotel management
- Catering and management and dietetics
- Bio-fertilizer
- Cookery
- Food technology
- Geographical information system
- Health assistance
- Health care
- Ceramic technology
- Chemical analysis
- Chemical analysis and quality assurance
- Chemical analysis of soil, irrigation water, milk and milk products
- Chemical chemistry
- Chemical instrument operator
- Chemical synthesis
- Chemo-informatics
- Child care and nutrition
- Clinical bio-chemistry
- Clinical Diagnostics
- Clinical lab technology
- Clinical laboratory technology
- Clinical nutrition
- Clinical nutrition and dietetics
- Clinical pathology
- Clinical pathology and community health
- Clinical pathology and diagnostic technology
- Commercial production of ornamental fishes
- Commotional biology
- Computation with matlab
- Computational biology
- Computational physics
- Computational techniques in applied statistics
- Computer
- Computer and web profile
- Computer animation
- Computer application
- Computer assembling, hardware and networking
- Computer assisted drug designing and synthesis
- Computer awareness
- Computer based mathematical statistics
- Computer for preparation of Civil services
- Computer fundamental and internet applications
- Computer graphics and animation
- Computer hard ware maintenance
- Computer hardware
- Computer hardware and networking
- Computer hardware maintenance and networking
- Computer language and JAVA and C++
- Computer learning and repairing
- Computer maintenance
- Computer maintenance and web page designing
- Computer networking
- Computer networking using 'Netsim'
- Computer operation with MS office

- Computer programming and utilization
- Computer science
- Computer soft skills
- Computer technician training
- Computer technology and professionalism
- Cosmetology
- Costume designing and dressmaking
- Creativity with electronics
- Crisco certified network
- Cultivation and marketing of medicinal plants
- Current computing trends for computer science
- Cyber security
- Daily need products and their application
- Dairy and agriculture chemistry
- Dairy science
- Dairy technology
- Data base management
- Data structure and computer algorithm
- Decorative arts
- Desktop publishing, multi media animation and web designing
- Detection of adulterants in consumable food products
- Dietetics
- Digital photography
- Diploma in bio-informatics
- Diploma in Geo informatics
- Diploma in home appliance maintenance
- Disaster management
- Drug analysis
- DTP and animation
- DTP course
- DTP, Photoshop and allied skills
- Eco-sericulture
- Edible mushroom cultivation
- Edible mushroom cultivation techniques
- Electrical & Electronic Equipment maintenance
- Electrical technician
- Electrical, electronics and tele-communications
- Electronic communication
- Electronic instrumentation
- Electronic product design and application
- Electronic technician
- Electronics goods repairing
- Electronics technology
- Embedded system
- Embedded system and communication technology
- Embedded system in engineering
- Embedded system in engineering version 2.0
- Embedded systems design
- Energy science
- Enterprise resource planning
- Environment and water management
- Environment management
- Environment protection
- Environment science
- Environmental analysis
- Environmental auditing
- Environmental chemical analysis
- Environmental impact assessment
- Environmental management application of microbiology
- Environmental monitories and auditions

- Environmental pollution and management education
- Epigraphy
- ERP with customer relations management
- Fabrication engineering
- Fermentation and alcohol technology
- Fermentation technology
- Fibre optic communication
- Fire services
- First aid
- First aid and safety education
- Fish and fisheries
- Fish and fisheries production
- Fish culture
- Fish farming
- Fish tanning
- Fisheries and industries
- Fishery management
- Fishing technology
- Flori culture
- Floriculture and bonsai
- Floriculture and grading
- Food and nutrition
- Food nutrition and food management
- Food preservation
- Food processing
- Food processing and food technology
- Food production bakery and confectionary
- Food science and quality control
- Food science and Quality product
- Food technology
- Forensic science
- Foundry technology
- Fruits and vegetable preservation
- Garden and nursery management
- Gemology
- Gemology, jewelry making
- General mathematical ability and aptitude
- Geographical information system
- Geographical information technology
- Geo-informatics
- Global positioning system for online mapping
- Graphic design and Animation
- Graphic designing
- Graphics and animation
- Hardware & Networking
- Hardware and maintenance
- Health and fitness management
- Health and sanitation
- Health care and waste management
- Health care informatics and management
- Health service and management
- Hematology
- Herbal drug technology
- Herbal medicine and sustainable agriculture
- Herbal medicine and sustainable development
- Herbal medicine and technology
- Herbal therapy and beauty care
- Herbs and herbal products
- Homestead farming and self help groups
- Horticulture
- Horticulture and nursery management

- Hospital waste disposal management
- House wiring, coil winding , and manufacturing of transforming
- Identification and cultivation of medicinal plants
- Immune techniques, molecular biology techniques
- Industrial and applications of biostatistics
- Industrial applications of medicinal plants
- Industrial biotechnology
- Industrial chemistry
- Industrial fish and fishery
- Industrial micro biology
- Industrial safety and analytical methods of quality control
- Information and computer basics
- Information and computer technology
- Information Technology
- Instrumental methods in chemistry analysis
- Instrumentation
- Instruments chemical analysis
- Interiors
- Internet and web designing
- Lab diagnostic techniques
- Lab equipment maintenance and servicing
- Lab techniques
- Lab technology
- Laboratory technician training and testing
- Laboratory techniques in biotechnology
- Latex
- Latex typesetting and science journalism
- Library science
- M.S. Office
- Maintenance of domestic appliances
- Maintenance of lab equipment
- Marine Geology
- Material science and technology
- Material sciences
- Mathematical modeling using maple
- Matlab programming and application
- Medical botany
- Medical chemistry
- Medical electronic technician
- Medical herbs and mass cultivation
- Medical lab tech Course
- Medical laboratory techniques
- Medical laboratory technology
- Medical physics
- Medical transcription
- Medical transcription multimedia skills
- Medicinal botany
- Medicinal plant processing
- Medicinal plants
- Medicinal plants conservation and cultivation
- Medicinal, auromatic plant propagation techniques
- Metallurgy of copper from Mangalwedha's soil
- Micro biology, food and environment
- Micro soft excel
- Micro soft office and computer fundamentals
- Microbial – biotechnology
- Mobile and TV repairing and motor rewinding
- Mobile repairing

- Modern instrumentation and its application in medicine industry and pollution
- Molecular medicinal biochemistry
- Molecular techniques
- Molecular technology
- Multi Media
- Multi media and animation
- Museum specimen preservation
- Mushroom cultivation
- Mushroom culture
- Nano material synthesis
- Nano medicine
- Nano-science and nano technology
- Natural dying technology
- Naturopathy and cosmetology
- Net sim
- Net technology
- Network courses with netsim
- Network simulation and academic version
- Networking and ethical hacking
- Networking and hardware
- Networking design and installation
- NGO management
- Non-conventional energy systems
- Nursery and business and landscape
- Nursery and floriculture
- Nursery development
- Nursery management and processing of medicinal and aromatic plants
- Nutrition
- Nutrition and child care
- Nutrition and dietetics
- Nutrition, dietetics and fitness
- Office automation
- Office automation tools
- Operation research
- Operations research and lingo / lingo packages
- Oracle, Netsim
- Organic farming
- Organic farming and pesticide
- Ornamental fish breeding
- Ornamental fish culture
- Ornamental fishes
- PC assembling and trouble shooting
- Pharmaceutical chemistry
- Photography
- Photography and videography
- Physiotherapy
- Pisci-culture and medicinal plants
- Plant resource development and management
- Plant tissue culture
- Plant tissue culture technology
- Play house technology
- Post harvest diseases management of fruits and vegetables
- Poultry management
- Preservation of fruits, vegetables, achar, murabba, asvash and food processing
- Printing and binding technology
- Psychotherapy
- Quality control of petroleum and petro chemical products
- Radio production
- Refrigeration
- Remote sensing and GIS
- Repair and maintenance of domestic
- Repairing hospital equipment



- RFID and integration with Automation system
- Rubber technology
- Science of fishery
- Seed testing and plant pathology
- Seed water and soil testing
- Sericulture
- Sericulture cottage industry
- Soft skills
- Soft skills and communication
- Soft ware development using networks
- Software internet and web
- Soil and irrigation water testing
- Soil and water analysis
- Soil Testing
- Soil testing and analysis
- Soil water testing and crop management
- Soil, water and food analysis
- Solar energy
- Sports nutrition
- Sports psychology
- Statistical course
- Statistical package R
- Statistics and SPSS
- Still photography and audio production
- Surface enrichment on fabric
- Surface quoting technology
- Surveying techniques and cartography
- Takking, crocket, netting working
- Technician in molecular biology
- Techniques in biological research
- Technology of food processing and banking
- Television and video photography production
- Television and video production
- Textile chemistry
- Textile technology
- Therapeutic nutrition
- Tissue culture
- Tissue culture course
- TV production
- Value addition of milk and milk products
- Vedic mathematics
- Vermi composting
- Vermi culture and vermi composting
- Video technology
- Water analysis
- Water and soil Analysis
- Water management
- Water quality and soil testing
- Water quality management
- Water quality monitoring
- Water quality testing
- Water testing
- Watershed management
- Watershed technology management
- Web communication
- Web content authoring and development
- Web designing
- Web designing and development
- Web designing and office automation
- Wild life census techniques
- Wine technology
- Yoga and holistic health

## **Courses sanctioned in Commerce**

- ❖ Account package
- ❖ Accounting
- ❖ Accounting and auditing
- ❖ Accounting and computers
- ❖ Accounting for small enterprises
- ❖ Accounting package
- ❖ Accounting practice
- ❖ Accounting Tax
- ❖ Accounting with computer
- ❖ Administration and management in Kannada
- ❖ Advance excel
- ❖ Advertisement and sales management
- ❖ Advertising and sales promotion
- ❖ Advertising and salesmanship
- ❖ Advertising, sales promotion and sales management
- ❖ Air ticketing and computerized reservation system
- ❖ Application of e-commerce
- ❖ Applied mathematics and animation
- ❖ Bank management
- ❖ Banking
- ❖ Banking and finance
- ❖ Banking and finance insurance
- ❖ Banking and insurance
- ❖ Banking and insurance laws
- ❖ Banking and insurance management
- ❖ Banking insurance and retail management
- ❖ Banking services
- ❖ Business accountancy and tally
- ❖ Business accountant
- ❖ Business applications of computer
- ❖ Business communication and mass communication
- ❖ Business Management
- ❖ Business processing outsourcing
- ❖ Business skills and career skills
- ❖ C.A foundation course
- ❖ Coaching for ICWA
- ❖ Commerce and management studies
- ❖ Communication and event management
- ❖ Communication skill and personality development
- ❖ Computer accountancy
- ❖ Computer accountancy tally package
- ❖ Computer accounting and e-commerce
- ❖ Computer accounting costing and taxation
- ❖ Computer accounting, financial planning and investment
- ❖ Computer aided accounting
- ❖ Computer and practical accounting
- ❖ Computer application and banking
- ❖ Computer application and data care management
- ❖ Computer application in business
- ❖ Computer finance accounting
- ❖ Computer hardware and networking

- ❖ Computer IT, computerized financing
- ❖ Computer techniques
- ❖ Computerised accountancy and management
- ❖ Computerised commercial accounts
- ❖ Computerized accounting
- ❖ Computerized Accounting and taxation
- ❖ Computerized financial accounting
- ❖ Co-operation and Business Management
- ❖ Cooperative accounting
- ❖ Cooperative and private banking
- ❖ Corporate accounting
- ❖ Corporate recruitment training
- ❖ Corporate secretarial skills
- ❖ Customer relationship
- ❖ Customer relationship management
- ❖ Data base administration
- ❖ DBA
- ❖ Digital photo-mixing and commercial publishing
- ❖ Direct tax law and practice
- ❖ Disaster management
- ❖ DTP and tally
- ❖ E.D Course
- ❖ E-accounting
- ❖ E-banking
- ❖ E-business
- ❖ E-commerce
- ❖ E-commerce and accounting
- ❖ E-commerce and foot ware technology
- ❖ E-commerce and world trade
- ❖ E-marketing
- ❖ E-mathematical tools
- ❖ Energy conservation and tapping non-conventional and renewable energy
- ❖ Enterprise resource planning (ERP)
- ❖ Entrepreneur skills development
- ❖ Entrepreneurship
- ❖ Entrepreneurship and small scale industries
- ❖ Entrepreneurship development
- ❖ Event management
- ❖ Export and import management
- ❖ Export business management
- ❖ Export management
- ❖ Fashion designing
- ❖ Finance and tax consultancy
- ❖ Finance for managers
- ❖ Financial accounting
- ❖ Financial accounting system
- ❖ Financial Management
- ❖ Financial markets
- ❖ Fishery products marketing
- ❖ Foreign trade
- ❖ Foreign trade management with logistics
- ❖ Foreign trade practice and procedures
- ❖ Garment production and fashion design
- ❖ Garment production and fashion designing management
- ❖ General insurance
- ❖ Global skill enhancement
- ❖ Global skills management
- ❖ Hardware and networking
- ❖ Hardware maintenance
- ❖ Health club management
- ❖ Hospital waste management
- ❖ Hospitality administration
- ❖ Hospitality management

- ❖ Hotel management and front office
- ❖ Human resource management
- ❖ Income and sales tax practice
- ❖ Income tax
- ❖ Income tax procedure and practice
- ❖ Indirect tax
- ❖ Industrial floriculture and gardening
- ❖ Industrial media
- ❖ Industrial relation and personal management
- ❖ Industrial relations
- ❖ Insurance
- ❖ Insurance and banking
- ❖ Insurance and resource management
- ❖ Insurance and risk management
- ❖ Insurance business
- ❖ Insurance management
- ❖ Insurance practice
- ❖ International accounting
- ❖ International business management
- ❖ Investment management
- ❖ Investment management of stock marketing operation
- ❖ Management of small scale industries
- ❖ Managerial skills
- ❖ Marketing
- ❖ Marketing and advertising
- ❖ Marketing management and retailing
- ❖ Media management
- ❖ Medical waste management
- ❖ Micro finance
- ❖ Micro finance management
- ❖ Networking using Netsim
- ❖ Office automation
- ❖ Office automation and accounts tally
- ❖ Office automation and computer application in business
- ❖ Office automation and tally software
- ❖ Office management
- ❖ Office management and secretarial practice
- ❖ Organic farming techniques
- ❖ Personality and career development in BPO
- ❖ Personality development
- ❖ Personnel administration system and procedures
- ❖ Plant resource development and management
- ❖ Practical accounting
- ❖ Practical accounting and allied laws
- ❖ Practical banking
- ❖ Principle and practice of insurance
- ❖ Principles and practice of insurance
- ❖ Principles and practices of tax
- ❖ Professional accountancy and auditing
- ❖ Public relations, sales and distribution
- ❖ Real estate management
- ❖ Retail management
- ❖ Retail marketing
- ❖ Retail sales management
- ❖ Retailing
- ❖ Risk and insurance management
- ❖ Rubber plantation management
- ❖ Rural handicraft marketing
- ❖ Safety management
- ❖ Secretarial management

- ❖ Secretarial practices
- ❖ Security analysis and portfolio
- ❖ Security analysis and portfolio management
- ❖ Self skills development
- ❖ Skill development
- ❖ Soft skills
- ❖ Sports management
- ❖ Stock commodity marketing
- ❖ Stock market operation
- ❖ Stock marketing
- ❖ Stock markets and investments
- ❖ Supply chain management
- ❖ Tally package
- ❖ Tally
- ❖ Tally accounting
- ❖ Tally, E-commerce
- ❖ Tax analyst and management
- ❖ Tax consultancy
- ❖ Tax management
- ❖ Tax Management
- ❖ Tax planning and accountancy
- ❖ Tax planning and management
- ❖ Tax planning and procedure
- ❖ Tax practice
- ❖ Tax practice and procedure
- ❖ Tax procedure
- ❖ Tax procedure and practices
- ❖ Taxation
- ❖ Taxation practice
- ❖ Taxation practice and tally
- ❖ Theoretical and practical banking
- ❖ Tour and travel
- ❖ Tourism
- ❖ Tourism and hotel management
- ❖ Tourism and travel management
- ❖ Tourism management and information
- ❖ Tourism marketing and e-ticketing
- ❖ Trade, logistic management
- ❖ Travel, Tourism and Hotel management
- ❖ Value added tax
- ❖ Watershed management
- ❖ Web designing and office automation
- ❖ Women entrepreneurship skills training programme
- ❖ World trade
- ❖ Yoga and health fitness management
- ❖ Yoga and naturopathy



## ***Annexure-II***

### **Research Tools**

***An Evaluation of UGC – Career Oriented  
Courses on the Employability of the Students in  
South India***

***(Sponsored by the Planning Commission, Govt. of India)***

**Questionnaire for the colleges  
organizing career oriented courses**



***Department of Adult and Continuing Education***

***Sri Venkateswara University, Tirupati.***



***Department of Adult and Continuing Education, S.V.  
University***

***An evaluation of UGC – career oriented courses on the employability of the students in  
South India***



**Questionnaire for the colleges organizing career oriented courses**

- Name and address of the college :
- Name of the Principal :
- Experience as Principal :
- Courses organized by the college : BA/B.Sc /B.Com  
MA/M.Sc/M.Com
- Number of teachers working in the college
- Number of students studying in the college
- Name of the career oriented Courses (COC)  
organized by the college
- When did you start the COC in your college
- Sanctioned strength of the courses
- No. of students enrolled and completed the course

S. No	Year	Name of the course	year	enrolled	No. of students completed	Dropped out
1						
2						
3						

- Major causes for the dropout of the students:

- 1.
- 2.
- 3.
- 4.

12. Fees collected from the Career Oriented students.

13. How many teachers are available for the course

14. Do you get the adequate and competent teachers required for the course

Yes/No

- Did you procure adequate and relevant books for the course

Yes/No

- Does the students utilized the books.

Yes/No

- Whether the library facilities have been extended to the students of

Yes/No

career oriented courses.

- Why do you choose the courses as career oriented course.

- Does the courses promote employability skills?

Yes/No

- Do you expose the students for practical training as part of course.

Yes/No

If yes, where did you take them.

- Do you face any problems in organizing the courses .

Yes/No

If yes what are they

- How many ex-students of your courses.

- Have gainfully employed :

- Have gone for higher education :

- Self employed :

- Are the courses helpful for the students to obtain the employment.  
Yes/No
- Are the courses promote competencies required for competing the jobs.  
Yes/No
- Extent of the grant provided by the UGC for the ongoing courses.
- List out the areas for which the budget was released.
  - 1.
  - 2.
  - 3.
  - 4.
- Does the budget released by the UGC is sufficient to run the course.  
Yes/No
- If not sufficient How do you supplement it
  - Collecting additional fees from the student.
  - Advanced by the College.
  - Others, specify
- What are the facilities extended for organizing the course.
  - Class room :
  - Facilities for practical training :
  - Extension lectures by the experts :
  - Exposure to the sister institutions :
  - Providing information on career opportunities :

- Conducting of campus recruitment :
- Name the successful courses organized by your college.
- Suggest new courses appropriate for promoting employability among the students.
- What are your suggestions for improving the quality of the course.

***An Evaluation of UGC – Career Oriented  
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**Questionnaire for the faculty  
of career oriented courses**



***Department of Adult and Continuing Education  
Sri Venkateswara University, Tirupati.***



***Department of Adult and Continuing Education, S.V.University***

**Questionnaire for the faculty of career oriented courses**

- Name of the teacher
- Gender : Male / Female
- Age
- Caste : OC/BC/SC/ST
- Name of the college :
- Location of the college :
- Course teaching : Arts / Science /  
Commerce
- Subject teaching :
- Name of the career oriented course at present you are teaching?
- Nature of the course
  - Certificate course
  - Diploma course
  - Advanced diploma course
- How the course is helpful to the students?
  - To mould it as their profession
  - To get employment
  - To enhance the employment opportunities
  - To enhance the job managerial skills
- Did you receive any training for teaching this course?  
Yes / No
- Is there any demand for this course in future?  
Yes / No
- Do you feel that students can get the employment due to this course?  
Yes / No
- Do you feel that this course will enhance the competencies and  
qualifications required for employment among the students?  
Yes / No
- Did any of your students studied this course have got employment?  
Yes / No
- If yes, how many? Where?
  
- How long it took for them to get job after completion of the course?

- Does the course create more employment opportunities?  
Yes / No
- If yes, in which sectors it has employment opportunities?
- Does the employment opportunities were increased among the students due to this course?  
Yes / No
- Do you feel that this course will enhance their personal capabilities?  
Yes / No
- Did the college management provided all the required facilities to run the course?  
Yes / No
- If yes, what are they?
  
- Did you invite outside experts to teach the course?  
Yes / No
- If Yes, who are they?
  
- Did you procure the required books for the course?  
Yes / No
- Do you feel that the practical training for the course is adequate?  
Yes / No
- Are the students receiving home assignments?  
Yes / No
- If so, are they relevant to their level of standards?  
Yes / No
- Whether the course aspects enhance the employment opportunities?  
Yes / No
- Did the aspects of employment managerial skills incorporated in the course contents?  
Yes / No
- Do you feel that the course contents will enhance the managerial Capabilities  
Yes / No
- Does the course is helpful to secure higher positions?  
Yes / No
- Does the course is helpful to the students to pursue the higher education?  
Yes / No
- Do you feel that the students could get self employment due to this course?  
Yes / No
- If yes, how?

- Are you providing the career information to the students?  
Yes / No
- Does the industry provide priority for the course?  
Yes / No
- Does the changes in the course content will enhance the employment opportunities?  
Yes / No
- If yes, what are they?

- Employment opportunities for this course are Always  
/Seasonal
- Did the college management is organizing expert lectures as part of the course?  
Yes / No
- Are you conducting the unit tests to assess the learning levels among the students?  
Yes / No
- Is there placement cell in your college?  
Yes / No
- Did the course management is upto your expectations?  
Yes / No
- If no, specify reasons

- What are the additional facilities required for organizing the course?
- Suggest the additional courses for promotion of employability among the students?



- Name the successful courses organized by your college
- List out the problems faced by you in organizing course?
- Your suggestions for improving the quality of the course.?

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**Schedule for the Current  
Students of career oriented courses**



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**Department of Adult and Continuing Education, S.V. University**

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**Schedule for the Current Students of career oriented courses**

**Name & Location of the College :**

**University:**

**State:**

**I. Personal background of the student**

- Name :
- Gender : Male / Female
- Age :
- Caste : OC / BC / SC / ST
- Area of the college : urban / semi urban / rural
- Course : B.A / B.Com / B.Sc
- Year of study : I / II / III
- Residence of the student : hosteller / day scholar
- If day scholar, distance between :  
College and residence :
- Mode of travel : walk / bicycle / motor cycle / auto / bus /  
train

**II Family Background**

- Parental occupation : employed / service in private sector / self  
employed /
- Sources of family income :
- Land owned by the family : possessed / not possessed
- If possessed, Extent of land : 1-5 acres / 6-20 acres / 21 > acres
- Family Income per month : < Rs. 1000/- / Rs. 1001 – 2499 / Rs. 2500 –  
4999 /  
Rs.5000-9999 / Rs. 10000-19999 / Rs.  
20000 – 49999 / Rs. 50000/- >
- Number of earning persons : 1 person / 2 persons / 3 persons / 4 and  
above persons  
In the family

- Type of Family : Joint Family / Nuclear Family
- Number of children in the family : 0-1 / 2 / 3 / 4 / 5 / 6 >
- Location of the family : no fixed living and mobile / slum / re-settlement colony  
Rural / urban
- Family literacy index :
  - a) Total family members :
  - b). Literacy level : Illiterates: Literates:
  - c) Among literates : School education: High school and more educated:  
Degree and above:

- Standard of Living Index

S. No	Variable	Category	Response
1	Source of drinking water	Tap (own)	
		Tap shared	
		Hand pump + well	
		Others	
2	Type of house	Pucca	
		Semi pucca	
		Katcha	
3	Source of lighting	Electricity	
		Kerosene	
		Others	
4	Fuel for cooking	LPG	
		Kerosene	
		Others	
5	Toilet facility	Own flush toilet	
		Own pit toilet	
		Shared toilet	
		No toilet	
6	Ownership of items	Fan	
		Radio / transistor	
		Sewing machine	
		Television	
		Telephone	
		Bicycle	
		Motor cycle / scooter	
		Car	
		Tractor	

### III. Psychological profile

S. No.	Item	Fully agree	Agree	Un decided	Dis-agree	Fully Disagree
1.	Low aspirations					
2.	Highly competitive					
3.	Lack of communication skills					
4.	Good rapport with the peer group					
5.	Poor in subject matter					
6.	Not willing for practical /field work					
7.	easily mingles with the peer group					
8.	Not able to concentrate on the subject					
9.	Not able to follow pace of the teaching					
10.	Good in academic performance					
11.	Poor at reasoning					

### IV. Details of the career oriented courses

- Name of the career oriented course enrolled :
- Stage of the career oriented course :
  - a). Certificate course
  - b) Diploma course
  - c).Advanced Diploma course
- Who motivated you to join this course? :
  - a).Lecturer b) Self
  - c) Friends
  - d) Parents e) others (specify)

### V. Motive for enrollment in the course

(Rank any five items as per your priority by using numerical figures 1 to 5)

S.No	Motive	Rank
1.	To adopt the trade as future Profession	
2.	Interest in the course	
3.	Time pass	
4.	Friends enrolled	
5.	Increase employment opportunities	
6.	To enhance the competencies	
7.	Good teachers	
8.	To acquire certificate	
9.	To learn new skills	
10.	To get practical training	
11.	To equip for future job	
12.	To secure additional qualifications	
13.	To utilize the facilities of the college	
14.	To get immediate job	
15.	To manage the future job	

## VI. Academic aspects

- Availability of teachers : adequate / moderate / inadequate
- Competency of the teachers : adequate / moderate / inadequate
- Duration of the course : Long / short / moderate
- Completion of the syllabus : fully / partially / non-completion
- Practical training : adequate / moderate / inadequate
- Evaluation : adequate / moderate / inadequate
- Feed back : adequate / moderate / inadequate
- Field exposure : adequate / moderate / inadequate
- Teachers' commitment : adequate / moderate / inadequate
- Course material : adequate / moderate / inadequate
- Library : allowed / partially / not allowed
- Relevant books in the library : adequate / moderate / inadequate
- Comprehension of the course content : easy / moderate / difficult
- Standard of teaching : adequate / moderate / inadequate
- Expert lectures : arranged / not arranged
- Physical facilities : satisfactory / moderate / not satisfactory
- Timings of the course : satisfactory / moderate / not satisfactory

## VII. Employability of the course

- Whether the courses offered have employment avenues?  
Yes / No
- Did the course offered onhand training in the trade?  
Yes / No
- If yes, did you attain the proficiency?                      adequate / moderate /  
inadequate
- Whether the course enhances the future job opportunities?  
Yes / No
- Do you think that there is lot of job avenues in the future?  
Yes / No
- The course provides scope for self employment  
Yes / No
- Competency of the faculty to accommodate the  
students in employment                      adequate / moderate /  
inadequate
- Do you feel that the course enables you to acquire the job?  
Yes / No
- If yes, does the course equips you with the required competencies  
and qualifications required for the job in the trade  
Yes / No
- Did your seniors secure employment in this sector?                      Yes / No  
/ not aware
- If yes, how many?
- Does the course enhance your competency to manage the jobs in  
this sector?  
Yes / No

## VIII. Quality of the course

- Has the college provided all the basic infrastructure required for the course?  
Yes / No

- If yes, to what extent
  - Classrooms adequate / moderate / inadequate
  - Books for further reading adequate / moderate / inadequate
  - Library facilities adequate / moderate / inadequate
- Do the teachers cover entire syllabus intime?
 

Yes / No
- Whether the curriculum of the course generates employable skills?
 

Yes / No
- Do the practicals forms the part of the curriculum transacted?
 

Yes / No
- Is the duration of the course adequate?
 

Yes / No
- Do the teachers conduct the mid-term tests?
 

Yes / No
- Do the institute made arrangements for linkage between industry and institute?
 

Yes / No
- Do the institute arrange resource person to supplement the teaching?
 

Yes / No
- Do the teachers use the demonstration method to make the learning easy?
 

Yes / No
- Does the institute arrange field trips to expose the students?
 

Yes / No
- Do the teachers provide feed back on your achievement?
 

Yes / No
- Do the course paves way for higher learning in the trade?
 

Yes / No
- Did the college provided information on the employment opportunities available in the field ?
 

Yes / No



- There is a scope for job in the local market  
Yes / No
- Name the successful courses organized by your college.
- Suggest new courses appropriate for promoting employability among the students
- What are your suggestions for improving the quality of the course?

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**Questionnaire for the Ex-Students of career oriented courses**

**Name & Location of the College :**

**University:**

**State:**

**I. Personal background of the student**

- Name :
- Gender : Male / Female
- Age :
- Caste : OC / BC / SC / ST
- Area of the college : urban / semi urban / rural
- Course : B.A / B.Com / B.Sc
- Years of study :

**II Family Background**

- Parental occupation : employed / service in private sector / self employed /
- Sources of family income :
- Land owned by the family : possessed / not possessed
- If possessed, Extent of land : 1-5 acres / 6-20 acres / 21 > acres
- Family Income per month : < Rs. 1000/- / Rs. 1001 – 2499 / Rs. 2500 – 4999 /  
Rs.5000-9999 / Rs. 10000-19999 / Rs. 20000 – 49999 / Rs. 50000/- >
- Number of earning persons : 1 person / 2 persons / 3 persons / 4 and above persons  
In the family
- Type of Family : Joint Family / Nuclear Family
- Number of children in the family : 0-1 / 2 / 3 / 4 / 5 / 6 >
- Location of the family : slum / re-settlement colony/Rural / urban
- Family literacy index :
  - a) Total family members :
  - b). Literacy level : Illiterates: Literates:
  - c) Among literates : School education: High school and more educated: Degree and above:

- Standard of Living Index

S. No	Variable	Category	Response
1	Source of drinking water	Tap (own) Tap shared	
		Hand pump + well	
2	Type of house	Others Pucca Semi pucca	
		Kachcha	
3	Source of lighting	Electricity Kerosene Others	
4	Fuel for cooking	LPG	
		Kerosene Others	
5	Toilet facility	Own flush toilet Own pit toilet	
6	Ownership of items	Shared toilet No toilet Fan Radio / transistor	
		Sewing machine Television Telephone	
		Bicycle	
		Motor cycle / scooter	
		Car Tractor	

### III. Details of the career oriented courses

- Name of the career oriented course enrolled :
- Type of the career oriented course : a). Certificate  
b) Diploma  
c) Advanced Diploma
- Who motivated you to join this course? : a).Lecturer b) Self  
c) Friends  
d) Parents e) others  
(specify)

22. Who has encouraged you to join this course?

- Teachers
- Friends
- Parents
- Others (specify)

23. Specify the aim of joining the course

- To mould it as Profession
- To get job
- To enhance the employment opportunities
- To enhance the managerial skills in the job
- Interest
- Time pass

24. What is your present employment status?

Employed/Not employed

- If employed, did you get the job due to this course?

Yes / No

- If yes, type of job and in which organization?

- Did any of your co-students get the employment?

Yes / No

- If yes, how many?

- How long it took to get the job after completing the course?

- Did this course have more employment opportunities?

Yes / No

- If yes, in which sectors employment opportunities are available?

- Self employment
- Government sector
- Private sector
- Non-Governmental Organizations

- Did the employment opportunities have increased due to this course?

Yes / No

- Did this course given you the adequate managerial skills of your job?  
Yes / No
- Did this course enhance your personal competencies?  
Yes / No
- Did the college management provided all the required facilities for the course?  
Yes / No
- Did the adequate experts were provided to teach the course?  
Yes / No
- If no, how did you manage the course?
  
- Did your college provided adequate books relating to the course?  
Yes / No
- Did the college provided adequate practical training  
Yes / No
- Did the trainers have given home assignments as part of the course?  
Yes / No
- Whether the assignments given to you are up to your standards?  
Yes / No
- Whether, the teaching is as per your standards?  
Yes / No
- Does the course content satisfy your needs?  
Yes / No
- Whether the course contents has enhanced the employment opportunities?  
Yes / No
- Whether the contents taught in the course enhanced the job managerial Capabilities?  
Yes / No
- Did this course help you in getting higher positions in your job?  
Yes / No
- Does the course help to adopt self employment?  
Yes / No

- If yes, how?
  
- Name the organizations that are giving priority to this course?
  
- Do you feel that changes are required in the course to improve the employment Opportunities?  
Yes / No
- If yes, in which aspects?
  
- Employment opportunities for this course
  - Always available
  - Seasonal
  - Not available
- Did the college management has arranged the expert lectures as part of the course  
Yes / No
- Did the examinations conducted to assess the levels of learning?  
Yes / No
- Whether information on employment opportunities of this course was provided?  
Yes / No
- Is there placement cell in your college?  
Yes / No
- Explain the additional facilities required for organizing this course
  
- Is it necessary to have additional courses for enhancing the employment opportunities among the students?  
Yes / No
- If yes, what are they?

- What were the problems faced by you during the course?
- List out the courses which have employment potentiality?
- Provide your suggestions for improving the quality of the course?