

SAHAYOG

An Evaluation Study of Skills Induction Programme for
Graduate Students in Karnataka - 2011

Report - I



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SAHAYOG-EXECUTIVE SUMMARY

The present executive summary is based on the revised & edited version of three interim reports submitted to the Directorate of Collegiate Education (DCE), Karnataka Knowledge Commission (KKC) & Karnataka Vocational Training & Skill Development Corporation (KVTSDC) earlier. The executive summary would be a pointer to the modified programme to be envisaged for the academic year 2011-12.

The Project

The DCE envisaged a multipronged programme to the final degree students of Government First Grade Colleges (GFGCs) in Karnataka in the academic year 2009-10. The programme entitled "Hosa Hejje" (New Step), aimed at improving skills of students by covering six programmes viz., Angla (English), b. Aptamitra (Close friend), C. Adalat (Justice), d. Manavathe (Humanism), e. Samparka (Connectivity) and f. Sahayog (Cooperation). The project Sahayog is a joint endeavour of DCE, KKC & KVTSDC.

- a. The project Sahayog has specific objectives of improving employability & hence employment of the trained students in addition to the academics to be covered to make them qualified for the degree they have been admitted. Sahayog was covered in 107 & 226 GFGCs in the academic years 2009-10 & 2010-11 for 6702 (22/30 Districts) & 7562 (29/30 Districts) students respectively. The programme inducted 13 life skills & 16 job skills during the academic year. The programmes inducted are:

Job skills

Banking and finance b. Insurance and Financial services c. Organised retailing d. Biotechniques and Bioinformatics. e. Business Process Outsourcing (BPO) f. Supply Chain Management (SCM) g. Psychometrics and counseling h. Sales and Customer service i. Office Management j. Microfinance k. Tally l. C.V. Writing m. Interview skills n. Corporate Etiquette o. Grooming & p. Basic Computer skills.

Life skills

a. Creativity b. Problems solving c. Critical thinking d. Human values e. Awareness of self f. Goal setting g. Interpersonal skills h. Time management i. Stress management j. Assertive communication k. negotiation skills l. Conflict management & m. Team building.

The present report is the third party evaluation of Sahayog-the skill induction programme for the students, who are in the final year degree programme of selected GFGCs conducted in the academic years 2009-10 & 2010-11. *The need for evaluation was dictated by the following factors:*

- To know the outcome of the current programme and gather inputs for better farming of future courses.
- Objective evaluation by a third party.
- To review the needs of current programme and need analysis of the fourth semester students for remodifying the next programme.

Based on the need the objectives were set forth:

1. To evaluate whether the training needs are matching with the objectives of the programme.
2. To evaluate the planning process.
3. To document actual process and outcomes and analyse against the objectives.
4. To evaluate the adequacy of the monitoring mechanism, assessment and certification and
5. To evaluate the post course employment tracking.

Research Design

The study envisaged to conduct the survey in two phases in order to cover the students who were trained in Sahayog-I & II during 2009-10 & 2010-11 respectively. The study covered in all 250 students- 110 in the first phase & 140 in the second phase. The sampling frame consisted of students who were trained under Sahayog I & II in GFGCs in Karnataka respectively. As many as eight & sixteen GFGCs were selected covering four administrative divisions Bangalore, Mysore, Belgaum & Gulbarga. The student list under phase I & II formed the sampling frame of the select GFGCs. The students were selected at random for each GFGC. On an average, ten students, five each by gender, were interviewed using a well structured instrument. The field study was conducted between 5th April 2011 & 12th April 2011. The design envisaged separate visits to the GFGCs by the research team across the State. A separate Dip study of the Employers was done to assess the needs & priorities of them in selecting fresh graduates for employment.

Instrument Development

The instrument was a process by itself. Separate instruments were developed for students, GFGCs, Training Providers & Trainers. The instrument for students was developed by constructing statement batteries. These were tested to ascertain the quality & compatibility of responses. The instrument was finalized after a several meetings with the senior officials of the DCE, KKC & KVTSDC. The investigators were trained for the purpose & sent to the field for the collection of data. In addition separate visits were done by the research team across the state. The instruments for Training Providers, Trainers & a Check List were constructed based on the objectives set forth for the study. These instruments are appended in the detailed report.

Analysis

The statistical analysis was done using SPSS-17.0 package. As many as 126 tables & graphs were derived using the package. The tables were appropriate to carve out findings from the tabulated & processed numbers. The results of training need analysis, adequacy of the monitoring mechanism & the survey were documented in the detailed report.

A PERT schedule was drawn up to enable the GFGCs & the DCE to conduct the ensuing training programme more effectively.

Results

The results of the study are summarized for appropriate rethinking & policy decisions.

Training Need Analysis

The Dip study revealed that industry preferences (while selecting a candidate) are at variance from the programmes that are envisaged for Sahayog programme. The response of the industry with their relatively ranked importance are as summarized as under: 1. Time Management (4.66) 2. English languages Skills (4.47) 3. Interpersonal skills (4.44) 4. Analytical Skills (4.22) 5. Adaptability Skills (4.19) and 6. Influencing skills (4.09).

Skills which considered relatively less important and yet important for students are given here:

- | | |
|-------------------------------|---------------------------------------|
| 1. Writing skills (3.94) | 2. Problems solving skills (3.88) |
| 3. IT Skills (3.78) | 4. Entrepreneurial skills (3.72) |
| 5. Facilitating Skills (3.66) | 6. Conflict management (3.63) |
| 7. Career management (3.44) | 8. Kannada language skills (2.90) and |
| 9. Accounting skills (2.28) | |

The employers have also identified some more skills they look for in a fresh graduate. Some of the skill sets identified are given below:

- a. Job specific skills. b. Foreign language skills (French, German) c. Technical Skills d. Business skills e. professional skills f. Front Office skills (Selling skills) & g. Listening skills.

The authorities may consider the feel of the industry in designing the programme for the forth coming Sahayog programme for the academic year 2010-11. The suggested skill sets for the programme with time allocation for each course is presented:

JOB SKILLS

1. English language skills	-	20
2. Writing skills	-	20
3. IT skills (including accounting skills)	-	26
4. Problem solving skills	-	10
		Total 76 hours

SOFT SKILLS

1. Time management	-	4
2. Interpersonal skills	-	4
3. Analytical skills	-	10
4. Adaptability skills	-	4
5. Influencing skills	-	4
6. Entrepreneurial skills	-	4
7. Facilitating skills	-	4
8. Conflict and career management	-	8
9. Kannada skills	-	2
		44 hours

The Delivery Plan

The study has revealed that a semester has in all 240 hours for academic schedule covering six or seven courses. It will be heavy for students to take on 120 hours of Sahayog modules. It has been suggested to spread the Sahayog programme across two semesters in the final year. The life skills modules may be followed by job skills courses. Two or three job skills courses may be offered depending on the market trend for jobs.

The Actual Process

The actual process is beset with several operational problems. Each GFGC should be equipped with the 'state of the art' facility. There is an urgent need to equip class rooms with LCD, Projectors & comfort chairs. Computer labs are to be established & made ready for use before the start of the Sahayog programme. Given that the Principals' & Coordinators are positive, the academic calendar may be envisaged with an outline by the DCE on the common dates of start & end. The students of GFGCs from rural areas may be provided with snacks in afternoon to enable them to attend Sahayog classes. The placement activity must be linked to Sahayog programme.

Adequacy

The present system of monitoring mechanism is appropriate (Exhibit-7). The same system may be continued with appropriate charting of Duties, Responsibility & Accountability. The certification may be delegated to the respective Principals to enable them to monitor the programme at the institution level.

Sahayog I & II-Evaluation

Sahayog I & II programmes have created a positive impact on the students. There is an attitudinal change in the minds of students because of life skills induction. There is significant improvement in speaking skills. Written communication skills have improved amongst students leading to confidence building. An attitude of right thinking has begun. This has been perceived by the people at home & outside. There is increased level of participation of students. Team building exercises have influenced cohesion amongst students.

1. There is a perception that job skills have relatively made less impact as compared to life skills in Sahayog I& II.
2. Sahayog programmes I & II are claimed to have resulted in placement of 16.0% & 18.2% respectively. Our field study enabled us to conclude that the employment of students after Sahayog I & II may not be due to Sahayog alone. Employment of a candidate is dependent on his/her inherent potential, fitness for the job, the skills acquired & cultural compatibility. Sahayog has enabled students to compete well along with others by the induction of life & job skills. Sahayog has created a new mind set amongst students by making them 'think right' in their career projection.