A STUDY OF THE VOCATIONAL EDUCATION PREFERENCES AND INTERESTS OF THE INDIAN UNDERGRADUATE STUDENTS

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Abstract. The study identifies the priorities of vocational educational courses and interests of the Indian undergraduate students. The study was conducted in S.V. University area covering 300 undergraduate students of Arts, Commerce and Science streams. The study identified the more prominent, prominent and less prominent vocational educational courses. Further, studies the association between vocational education interests and the background of the students (sex, caste, stream of study, year of study and area). The difference between various groups of students belonging to above groups in their vocational education interests of the undergraduate students was also identified. The study provided a suggestive list of vocational educational courses for undergraduate students for enhancing their employability.

Keywords: undergraduate students, career oriented courses, vocational education interests, institutional problems, employability

Introduction

The educational system produces the graduates and post graduates based on the theoretical curriculum without any practical training leading to the mis-match for the jobs in the market, resulting loss of manpower, unemployment, low economic productivity etc. This is largely due to the fact that the present education system provides basic education at various levels without focusing on any specialized skill. Hence, in order to improve the quality of manpower and to make use of the manpower readily in the employment market, there is a need to train the undergraduates and post- graduates in additional vocations along with the regular course according to their aptitude. Keeping in view of 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. It is envisaged that professionally qualified graduates with a sound knowledge of their core discipline and expertise in concerned skill will have more openings in service sector and self employment sectors. Demand and scope for such professionally trained graduates are visible in the applied fields of almost all basic/core disciplines and faculties in the current changing global scenario. Hence, to meet this challenge, the University Grants Commission has incorporated in its XI Five Plan Programme, the skill oriented and value added add on courses in colleges / universities to be opted by the students as a parallel sub-discipline while pursuing their degree level education.

Earlier, the University Grants Commission initiated a major programme of vocationalization at under graduation during VIII Five year Plan period (1994-95). 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 self employment in particular. Since the inception of the scheme and until the end of the X Plan,

3,383 colleges and 43 universities have been provided assistance for introduction of vocational subjects.

Career oriented courses

During X Plan, vocationalization programme at under graduate level was re-structured as the scheme of Career oriented programme and introduced a flexible system of advanced diploma programme which runs parallel to the conventional B.A./B.Com/B.Sc degrees and freedom was given to the colleges to formulate their own need based career oriented courses.

Objectives of the scheme

The objective of the scheme is to introduce career and market-oriented, skill enhancing add-on courses that have utility for job, self-employment and empowerment of the students. At the end of three years, the students will be equipped with a Certificate/Diploma/Advanced diploma in an add-on orientation course along with a conventional degree in Science /Arts / Commerce.

The Institutions should offer a wide range of career-oriented subjects in various related areas. Some of the indicative courses for Science stream could be Information and Computer technology, Refrigeration, Biotechnology, Hospital Waste Disposal Management and Sericulture etc. For the Social Sciences and Humanities streams, the courses could be of inter-disciplinary nature viz. Applied Sociology, Applied Psychology, Tourism, Fashion Designing, Translation Proficiency, Television and Video Production. For the Commerce stream, courses could be in Insurance, Banking, e-Commerce World Trade, Foreign Exchange Trade, Retailing etc. The courses offered should be of inter-disciplinary nature. There should be no watertight compartments and students should have the freedom to diversify into various fields not necessarily related with their core discipline. For instance, a student

pursuing a bachelor's degree in a Science subject could side by side pursue a course in Event Management. Similarly a student with Arts background may have the option to pursue a course in Science Journalism.

No doubt, the University Grants Commission has started a new scheme to be implemented at the undergraduate level for training the students. However, the scheme has not specified in any vocational trade, but, left the choice to the concerned institutions to choose the vocational trades based on the aptitude of the students, local market and future employment potentialities in the subject concerned. In order to make the programme a success, there is a need to identify the vocational trade suitable to the undergraduates belonging to different subjects and the specific trades so as to help the institutions and the students to have a wide choice of trades to choose and get training without which, the scheme may not attain the objectives for which it has been designed.

The review of literature[1-5)] relating to the vocational education/training represented in the Survey of Research in Education Volume second, fourth, fifth and sixth brought out by the NCERT was collected and classified into four groups as vocational education, vocational training needs and interests of the different groups of the people, vocational education in formal educational institutions and the opinion of the various sections of the people towards vocational training programmes (*cf.* also Holland, 1973; Braginsky & Braginsky, 1974; Sodhi, 1988; Mohan & Gupta, 1990; Rao, 2003; Awasthi, 2006).

The studies conducted are general in nature and no attempt has been made to identify the priorities of the vocational education courses and the background factors influencing their vocational education interests. Hence, the present study is undertaken to identify the priorities of vocational education courses and factors contributing for vocational education interests.

Significance of the study

The system of education in India was conceived to promote basic education at different levels. As a result of this, the products of this system in all disciplines are found to possess certain levels of knowledge in that area. The people coming out of such system are found to be not able to compete in the market to secure the employment. Realizing this deficiency, the University Grants Commission has launched the career-oriented courses at the undergraduate level as add on courses. The courses are being implemented throughout the country.

Freedom was given to the colleges to choose the courses based on the local conditions. The scheme is in operation for the last 10 years and it is understood that the courses organized could not fulfill the objectives of the scheme and the participation of the target was also found to be not satisfactory. Hence, the present study was conceived. The findings of the study will go a long way in upgrading the courses, to identify the priorities of the students and to suggest these courses to the colleges for their implementation. Further, the personal background factors associated with the vocational education interests of the students will also help the organizers to formulate programmes suitable to the target.

Objectives

The specific objectives of the study are as follow: (1) to identify the vocational education courses preferred by the under graduate students; (2) to find out the vocational education interests of the undergraduate students; (3) to study the association between vocational education interests and personal characteristics of the students; (4) to study the differences if any in vocational education interests among the students belonging to different sex, caste, area, course and year of study.

Hypotheses

The hypotheses of the present study are as follow: (1) the priorities of the vocational education courses are not similar among the students belonging to different groups; (2) there is no significant association between the vocational education interests and sex, caste, area, course of study and year of study of the undergraduate students; (3) there is no significant difference in the vocational education interests of the various groups of students belonging to viz., sex, caste, area, course of study and year of study.

Methodology

Locale of the study

The study is intended to identify the priorities of the under graduate students towards vocational education courses, association between vocational education interests and personal characteristics etc. The study was conducted among the students studying under-graduation in the affiliated colleges functioning in the purview of Sri Venkateswara University, Tirupati. Hence, the locale of the study is Sri Venkateswara University purview i.e., Chittoor, Kadapa and Nellore districts of Andhra Pradesh, India.

Sample of the study

Sri Venkateswara University caters the needs of the Chittoor, Kadapa and Nellore districts. For the purpose of the present study, Chittoor district was selected for conducting the study. Out of the affiliated degree colleges functioning in the Chittoor district, 5 colleges were selected randomly. From each college, 20 students each from Arts, Commerce and Science were selected randomly as sample of the study. While choosing the sample, care was taken to choose the boys and girls equally. Hence, the sample was selected by using the stratified, purposive random sampling method. The total sample

comprised to 300 students i.e., 150 boys and 150 girls equally studying Arts, Commerce and Science streams.

Tools used for the study

The aim of the study is to identify the priorities of vocational education courses and the interests possessed by the students in vocational education. In order to collect the data, there is a need to have a tool which can identify the priority as well as interests of the students in vocational education. The review of literature indicates that no effort has been made to identify such parameters relating to add on courses. Hence, the investigator has devised a tool. In this process, the investigator has collected the lists of add on courses organized by the different colleges supported by University Grants Commission. The lists of the courses were pooled and enlisted 86 items. In order to identify the priority for the course, as well as the intensity of the interest of the student towards the course, a 5 point rating scale was developed with a descriptive cues viz., strongly agree, agree, un-decided, disagree and strongly disagree. The tool thus prepared was given to a panel of 5 experts with a request to go through the items and suggest modifications if any. The experts agreed to the tool and not suggested any changes. The tool thus prepared was used to collect the data. The final tool thus prepared has two sections. Section – I intended to collect the background information of the sample and section II is intended to identify the priorities of the vocational education courses of the students and also to arrive at the vocational education interests of the students.

Data collection

The tool intended to identify the priorities of add on courses and the intensity of the interests of the students towards the courses, thus prepared was administered to the selected sample. Before administering the tool, the investigators have explained the students about the objectives of the study and

procedure to be adopted by the students in filling the tool. The tool was canvassed to the students in groups and the data was collected.

Data analysis

The data thus collected from the under graduate students of Sri Venkateswara University area was pooled together, fed to the computer and analyzed keeping in view of the objectives of the study. While analyzing the data, the priorities of the students belonging to different groups were prepared by classifying them as most preferred, preferred and less preferred courses based on their mean interest scores i.e., criteria of mean ± ½ SD was used. Further, based on the intensity of the course interests checked by the students, their interests for vocational education was also analyzed according to their characteristics, to find out the difference of interests among different groups and to study the association if any between their characteristics of their vocational interests.

In order to achieve the above, the investigator has used the statistical techniques like mean and SD for prioritizing the interests, t/F test was used to find out the difference in mean interest scores and chi-test to study the association between the characteristics and their vocational interest courses.

Findings

The findings of the study are presented in four sections viz. section – I deals with the profile of the sample students, section – II deals with the prioritization of vocational education courses of the students. The association between vocational education interests and selected characteristics of the students are presented in Section – III. The section – IV shows the influence of personal characteristics on the vocational education interests of the students.

Section – I

Profile of the Student Sample

The characteristics of the sample selected for the study clearly shows that the boys and girls, student belonging to streams of B.A., (arts), B.Com., (commerce), B.Sc. (science) and students from 1st year, 2nd year and 3rd year have been represented equally. However, in the case of caste, the population has been classified into three groups, viz., Other Castes (forward castes), Backward Castes (BC), Scheduled Castes (SC) and Scheduled Tribes (ST). The representation of the students belonging to backward caste is 46.67 percent followed by students belonging to other caste (43.33%) and representation of SC/ST students is only 10.00 percent. In the case of area, two thirds of the students are from rural areas and one third of them are from urban areas. The profile of the students studying in degree colleges clearly shows that the gender of the students has reached equality. In the case of discipline and year of study, the students' strength is similar. Mostly the rural students have represented the colleges. In the case of caste, the representation of the SC/ST students is less in comparison with their size of population and the representation of the backward castes is increasing.

Table 1. Characteristics of the sample students

S.No.	Variable	Group	Number	%
1	Sex	Men	150	50.00
		Women	150	50.00
2	Caste	OC	130	43.33
		BC	140	46.67
		SC /ST	30	10.00
3	Degree	B.A.	100	33.33
		B.Com.	100	33.33
		B.Sc.	100	33.33
4	Year of Study	I Year	100	33.33
		II Year	100	33.33
		III Year	100	33.33
5	Area	Rural	200	66.67
		Urban	100	33.33

Section - II

Priorities of the undergraduate students towards the vocational education courses

The tool designed to identify the preferences of the vocational education courses was administered to the sample students and the collected data was pooled, analyzed and tabulated. The data was tabulated based on the criterion of mean ± ½ S.D. Based on the above criteria, the preferred vocational education courses were classified in to more prominent, prominent and less prominent and presented below.

Out of 86 courses presented for prioritizing, the undergraduate students have checked sixteen of them as more prominent courses. Majority of the courses preferred by the students as more prominent are related to Computer related courses such as Computer Applications, Copy editing &Web designing, Web Designing, Graphic Designing, Information Technology, Animation, Hardware Maintenance and PC Assembly, Desk Top Publishing and Printing Technology. The other areas preferred are soft skills, human rights, education for special children, Women studies, Office Management, Electrical Technician, Medical Lab Technician and Environmental studies. The trend of the preferences of the students is an indication that the students are aware about the areas where the employment opportunities are available. Hence, it is suggested that the colleges should go for the above courses so that these courses will be successful and the students enrolled in these courses will be gaining employable skills.

Table 2. More prominent vocational education courses preferred by the undergraduate students

S.No.	Item	Sample	Mean	Sd
1	Computer applications	300	4.23	1.14
2	Soft skills	300	3.97	1.28
3	Copy editing and web designing	300	3.88	1.23
4	Web designing	300	3.88	1.38
5	Graphic designing	300	3.85	1.42
6	Information technology	300	3.76	1.35
7	Animation	300	3.73	1.43
8	Human rights	300	3.64	1.38
9	Education for special children	300	3.63	1.42
10	Hardware maintenance and PC assembling	300	3.63	1.34
11	Women Studies	300	3.60	1.59
12	Office management	300	3.55	1.40
13	Electrical technician	300	3.52	1.48
14	Medical Lab technician	300	3.47	1.36
15	DTP and printing technology	300	3.45	1.36
16	Environmental studies	300	3.44	1.42

The trend of the preferences of the graduate students shows that out of 86 suggested courses, the sample has chosen 54 courses i.e. 62.78% of the courses as prominent add on courses. The courses are of heterogeneous in nature. However, all the courses show that they are of current in nature and will be able to generate employable skills among the students either for employment or for self-employment. The courses preferred as prominent courses by the students are presented in the Table 3.

The less prominent vocational education courses preferred by the undergraduate students show that the courses are mostly related to language acquisition and vocations that are restricted for few. Hence, the colleges need not be given prominence while submitting their proposals to the University Grants Commission in the areas listed under less prominent vocational education courses.

Table 3. Prominent add on courses preferred by the graduate students

S.No.	Item	Total	Mean	S.D.
1	Mathematical skills and everyday life problems	300	3.39	1.57
2	Talley accounting	300	3.38	1.50
3	Women and empowerment	300	3.38	1.56
4	Creative writing	300	3.37	1.45
5	Accounts and taxation	300	3.37	1.50
6	Historical tourism	300	3.36	1.45
7	Fruits and preservation	300	3.36	1.42
8	Tax management	300	3.36	1.52
9	Gandhi Giri - re-interpretation of Gandhi in modern context	300	3.33	1.49
10	Accounting and finance	300	3.32	1.56
11	Food technology and preservation	300	3.32	1.44
12	Marketing and salesman ship	300	3.29	1.53
13	Hospital Administration	300	3.26	1.38
14	Financial service banking	300	3.26	1.48
15	Intellectual property rights	300	3.22	1.45
16	Advertising	300	3.22	1.42
17	Physio therapy	300	3.21	1.51
18	Horticulture	300	3.21	1.40
19	Air travel, fares and ticketing	300	3.19	1.46
20	Bio-technology	300	3.19	1.51
21	e-commerce	300	3.19	1.53
22	Water shed management and soil conservation	300	3.19	1.47
23	Entrepreneurship for women	300	3.18	1.51
24	Labour laws	300	3.16	1.49
25	Textile designing	300	3.16	1.50
26	Cutting, tailoring, embroidery, dress designing and drafting	300	3.15	1.58
27	Multi-purpose health worker	300	3.14	1.41
28	Food adulteration and control	300	3.14	1.42
29	Operational research	300	3.11	1.43
30	Event management	300	3.10	1.45
31	Linux operating system	300	3.10	1.44
32	Bio-informatics	300	3.06	1.43
33	Counselling and psycho therapy	300	3.06	1.41
34	Psychological counselling	300	3.05	1.45
35	Psychological assessment	300	3.00	1.39
36	Dental Technician	300	2.96	1.39
37	Rural engineering technician	300	2.96	1.43

38	Survey research	300	2.95	1.43
39	Risk management and insurance	300	2.93	1.45
40	Common Professional Tax	300	2.92	1.47
41	Disaster Management	300	2.92	1.44
42	Value Added Tax	300	2.90	1.54
43	Forensic science	300	2.87	1.48
44	Forensic sciences	300	2.85	1.36
45	Gender analysis and integration	300	2.82	1.41
46	Bio-fertilizer technology	300	2.79	1.44
47	Seri-culture	300	2.78	1.46
48	Catering and restaurant management	300	2.78	1.48
49	Dairying	300	2.77	1.44
50	Clinical diagnostic techniques	300	2.77	1.38
51	Remote sensing	300	2.76	1.43
52	Secretarial practice	300	2.76	1.46
53	Tax Deducted at Source	300	2.75	1.55
54	Cosmetology	300	2.75	1.49

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Table 4. Less prominent vocational education courses preferred by the under-graduate students

S.No.	Item	Total	Mean	SD
1	Professional ethics	300	2.72	1.37
2	Fisheries	300	2.71	1.40
3	Retailing and trade	300	2.67	1.40
4	Bee-culture	300	2.66	1.38
5	Peace and conflict resolution	300	2.64	1.35
6	Refrigeration	300	2.64	1.34
7	Aviation	300	2.60	1.36
8	Aviation, hospitality and catering	300	2.57	1.34
9	Plumbing	300	2.41	1.26
10	Chinese	300	2.37	1.34
11	Russian	300	2.32	1.35
12	Spanish	300	2.32	1.44
13	French	300	2.31	1.34
14	German	300	2.18	1.27
15	Japanese	300	2.13	1.29
16	Korean	300	1.88	1.16

The prioritization of the preferences of the vocational education courses by the undergraduate students shows that out of 86 courses 16 courses

have been preferred as more prominent and 54 courses as prominent courses and 16 were found to be less prominent. In view of this, it is suggested that the colleges willing to organize vocational education courses should choose the courses from the more prominent and prominent list. The courses suggested will be attractive for the students and also they will be able to generate employable skills among the students.

Section – III

Association between vocational education interests and selected characteristics of the students

In order to identify the association between vocational education interests and selected characteristics of the students, the students were classified into different groups based on their characteristics viz., sex, caste, area, discipline and year of study. Based on their respective mean interest scores, they were classified into three groups, i.e., low, moderate and high interest groups. Chi-test was applied to study the association. The findings are presented below.

Sex vs. vocational education interests

The sample students were categorized into two groups, viz., men and women and based on their mean interest scores, they were again classified into low, medium and high vocational interest groups. As per this classification, among the men, majority of them possessed medium interest and where as in the case of women, they have more interest in vocational courses. However, the calculated chi-test value 2.94 shows that there is no association between sex and vocational education interests. Hence, the hypothesis framed is accepted.

Table 5. Association between personal characteristics and vocational education interests

S. No	Variable	Group	Low	Medium	High	Chi-value
1	Gender	Men	46 (54.76)	58 (52.73)	46 (43.40)	2.94@
		Women	38 (45.24)	52 (47.27)	60 (56.60)	
2	Caste	OC	30 (35.71)	43 (42.73)	57 (50.00)	5.39@
		BC	46 (54.76)	49 (44.55)	45 (42.45)	
		SC/ST	8 (9.52)	14 (12.73)	8 (7.55)	
3	Area	Rural	62 (73.81)	75 (68.18)	63 (59.43)	4.54@
		Urban	22 (26.19)	35 (31.82)	43 (40.57)	
4	Course	BA	34 (40.48)	38 (34.55)	28 (26.42)	9.52*
		B. Com	18 (21.43)	38 (34.55)	44 (41.51)	
		B.Sc	32 (38.10)	34 (30.91)	34 (32.08)	
5	Year of study	First year	31 (36.90)	43 (39.09)	26 (24.53)	10.09*
		Second year	33 (39.29)	31 (28.18)	36 (33.96)	
		Third year	20 (23.81)	36 (32.73)	44 (41.51)	

Caste vs. vocational interests

As per the caste, the students were classified into Other Castes, Backward Castes, Scheduled Castes & Scheduled Tribes. Among them, again they were classified into the students belonging to more vocational education interests, medium and low vocational education interest groups. In the case of Backward Castes, more or less the students have been distributed equally in all the groups. However, medium vocational interest groups are more in number among Backward Castes and Scheduled Castes & Scheduled Tribes groups. The calculated chi-values show that there is no significant association between caste and vocational education interests. Hence, the hypothesis is accepted.

Area vs. vocational education interests

As per the area, the students were classified into two groups i.e., rural and urban and their respective interests in vocational education were calculated. As per the distribution, majority of the rural students possessed medium

interest in vocational education. In the case of urban students, majority of them possessed more interest. Among the students with more interest in vocational education, the rural students occupied the first position. The calculated chi-value shows that the area does not have influence on the vocational education interests of the students. Hence, the hypothesis is accepted.

Discipline vs. vocational education interests

Based on the discipline and interest for vocational education possessed by them, they were classified into three groups and F-test was applied. The classified information presented in the Table shows that the majority of students are from Arts stream possessed medium interests, commerce students with high interests and science students have been represented equally in medium and high groups. In the case of students with high interest groups, B.Com students have more vocational education interests. In the case of medium interests, BA and B.Com students represented equally. In the case of low interest groups, BA group have represented with more number of students. The calculated Chi-value shows that there is a significant association between discipline and vocational education interests among the students. Hence, the hypothesis is not accepted.

Year of study vs. vocational education interests

Based on the year of study and the vocational education interests possessed by the students show that majority of the students possessed medium interests followed by low and high interests. Among the first year students, they possessed medium interests, high interests among majority of students of second and final year students. The calculated chi-test score is significant at 0.05 levels indicating that there is an association between year of study and vocational education interests is significant. Hence, the hypothesis is not accepted.

Section - IV

Relationship between selected characteristics and the vocational education interests

In order to find out the difference in mean interests among different groups of students, the sample were classified into different groups based on their background characteristics, and their respective mean vocational education interest scores were calculated and t/F test was applied. The findings of the analysis are presented in the following table.

Table 6. Relationship between selected characteristics and the vocational education interests

S. No	Variable	Group	N	Mean	SD	t/F-value
1	Gender	Men	150	261.45	55.47	
		Women	150	269.39	58.35	1.21@
2	Caste	OC	130	272.09	53.68	
		BC	140	259.53	60.81	
		SC/ST	30	264.03	49.69	1.65@
3	Area	Rural	200	258.61	59.89	
		Urban	100	279.06	48.14	3.19**
4	Course	BA	100	251.91	64.51	
		B. Com	100	278.24	55.39	
		B.Sc	100	266.12	46.83	5.47**
5	Year of study	First year	100	258.73	58.54	
		Second year	100	258.34	60.66	
		Third year	100	279.20	48.78	4.46**

The findings presented in the above table with regard to the mean vocational education interest scores possessed by the male and female students show that female students have more mean vocational education interests than the male students. It shows that the girl students are more interested to learn vocational courses. However, the difference in mean interest scores is not significant. It indicates that there is no significant difference between male and female students in their vocational education interests. Hence,

the hypothesis “There is no significant difference between male and female students in their vocational education interests” is accepted.

The mean vocational education interest scores obtained by the students belonging to the different caste groups show that the students from OC groups possessed more mean interest scores followed by SC/ST students. The students from BC group possessed comparatively low interest in vocational education. This shows that the students from OC group are more prone for vocational education. The calculated F-value is lesser than the Table value indicating that there is no significant difference in the mean interest scores obtained by the three caste groups. Hence, the formulated hypothesis is accepted.

The vocational education interests of the students belonging to rural and urban areas shows that the students from urban areas have more inclination for vocational education than the students from rural areas. The calculated F-value also supports the above. Hence, the hypothesis that there exists no significant difference in mean vocational education interests among the students belonging to urban and rural areas is not accepted.

The mean vocational education interest scores possessed by the students of Arts, commerce and science streams shows that the students from B.Com group have obtained more interest scores followed by science and arts students. It is true that the students from commerce will have positive attitude and interest towards vocational education than the other streams. The calculated F-value also supports that the difference is significant among three steams of students. Hence, the hypothesis that there exists no significant difference in the mean vocational education interests among the students belonging to arts, commerce and science steams is not accepted.

The year of study and vocational education interests possessed by the students show that the final year students possess more vocational education interest scores. The first and second year students possess similar interests. The calculated F-value is higher than the table value indicating that it is sig-

nificant. In view of this, the hypothesis that there exists no significant difference in the mean vocational education interest scores possessed by the students belonging to first, second and third year of study is not accepted.

The findings clearly indicate that the students belonging to female, OC, urban, commerce and third year possessed more mean vocational education interests than the other groups. Hence, while formulating the vocational education courses, the above groups may be kept in view.

Conclusions

The vocational courses introduced as add on courses at the graduation level for developing the employable skills among the students and to equip them for self employment will be successful only if the courses were organized based on the employment market and the aptitude of the students. The study identified that the scheme of career oriented courses will be successful only if the courses belonging to Computer Related Courses, Human Rights, Education for Special Children, Women Studies, Office Management, Electrical Technician, Medical Lab Technician, Environmental Studies etc., Further, it also disclosed that the students studying stream of education, year of education are closely associated with the vocational interests. The vocational interests possessed by the students show that the students belonging to female, OC, urban, commerce and third year possessed more mean vocational education interests than the other groups. While conceiving and organizing the vocational education courses, the above may be kept in view to make them success and to serve the objective of the scheme.

NOTES

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