CHAPTER - VI

JOB-PLACEMENT OF UNIVERSITY STUDENTS

SECTION-I

EMPLOYED STUDENTS:

6.1.1 Employment Position of Students.
6.1.2 Determinants of the Employment Position of Students.
6.1.3 Socio-Economic Background, Academic Performance and Employment of Students.
6.1.4 Further Plans of the Employed Students.
6.1.5 Conclusion.

SECTION-II

STUDENTS STUDYING FURTHER:

6.2.1 Facultywise Position of Students Studying Further.
6.2.2 Some Possible Determinants of Further Study.
6.2.3 Activities of Students Studying Further.
6.2.4 Conclusion.

SECTION-III

SELF-EMPLOYED STUDENTS:

6.3.1 Facultywise Self-Employment Position of Students.
6.3.2 Determinants of Self-Employment.
6.3.3 Nature of Work and Satisfaction of the Self-employed Students.
6.3.4 Conclusion.

SECTION-IV

UNEMPLOYED STUDENTS:

6.4.1 Unemployment Position in Various Faculties.
6.4.2 Future Plans of the Unemployed Students.
6.4.3 Socio-Economic Background and Academic Performance of Unemployed Students.
6.4.4 Plans and Temporal Engagement of the Unemployed Students.
6.4.5 Conclusion.

SECTION-V

STUDENTS ENGAGED IN MISCELLANEOUS WORKS:

6.5 Conclusion.

CHAPTER-VI

JOB-PLACEMENT OF UNIVERSITY STUDENTS

It is clear from the preceding Chapters-IV and V that MSU is having a cosmopolitan character i.e., students with diverse domicile characteristics and socio-economic background are enrolled. However, the cosmopolitan character differs from faculty to faculty. It also reveals that the domicile characteristics, socio-economic background and academic life affect the academic performance of students of various faculties in different degrees. The present chapter has been devoted to analyse and interpret data regarding the following: (1) the facultywise positions of job-placement of students, (2) the socio-economic background, academic performance, and future plan vis-a-vis the job-placement of students, and (3) the future plans and activities of students. As has been mentioned in Chapter-I there are four possiblities in which a student might be engaged in any one of them after the completion of his study. The four possibilities are: (i) employed, (ii) studying further, (iii) self-employed, and (iv) doing some miscellaneous work. Besides these, there might be students who were unemployed. So this chapter has been presented in five sections as follows:

1. Employed,
2. Studying further,
3. Self-employed,
4. Unemployed, and
5. Engaged in miscellaneous work.

SECTION-I

EMPLOYED STUDENTS

Here in this section an attempt has been made to analyse and interpret the data regarding the employment position of alumni of each faculty and the possible determinants of employment of alumni of different faculties. Even if the alumni students of some faculties get employment, yet some of them might be underemployed. These students including some of the properly employed students try to search other jobs/and continue further study. So the further plans of these students has been analysed and interpreted facultywise. To analyze the data only percentage analysis has been done. In the end per month salaries of the students have been analyzed with the help of arithmatic Means and Standard Deviations to give a comparative picture of all the students facultywise. The details of analysis and interpretation have been presented in what follows.

6.1.1 Employment Position of Students

Students irrespective of faculties plan to take up jobs after the completion of their studies. In this regard it can be seen from Table-26 that majority of the students (59% in total) had the plan to take up jobs. However, it can be seen from Table-27 that after the completion of studies 53% of the students in total were employed. The percentages of employed students of course differ from faculty to faculty. Among the faculties, all the students of Social Work faculty were employed. It is followed by Home Science (86%), Fine Arts (71%), and Engineering (66%) faculties. In all these faculties majority of the students were employed. But very low percentage of the students of Applied Science, Law, Education & Psychology, Commerce, Medicine, Science, and Arts faculties (below 50%) were

Table-26

Students' Future Plans during Their Study: Facultywise (in %)

Faculty	Job	Study	Any other	Unplanned	Total
1.Arts	49	54	3	3	100(37)
2.Science	55	34	6	5	100(64)
3.Commerce	51	28	13	7	100(52)
4.Edu. & Psy.	42	58	-	-	100(12)
5.Law	44	44	12	-	100(9)
6.Fine Arts	71	29	-	-	100(7)
7.Engineering	66	29	6	1	100(166)
8.Medicine	20	71	-	9	100(24)
9.Applied Science	68	11	21	-	100(19)
10.Social Work	87	25	-	-	100(8)
11.Home Science	86	7	-	7	100(15)
Total	59 (242)	34 (141)	6 (27)	3 (12)	100 (413)

Note :-Figures within the parentheses indicate the total number of students.

- Total percentage in some of the faculties are not 100 because some of the students have more than one plan.

employed. From these percentages of employed students, it can not be said that the employment position of students of a faculty was high or low. It can only be indicated so by taking into consideration the percentages of employed students of a faculty with the students' future plans during study, percentages of students suitably employed and percentages of students for whom their educational qualifications were related to their jobs.

Table-27

Facultywise Percentages of Employed Students

Faculty	Total number of students	Number of employed students	Percentage of Employed students
1.Arts	37	10	27
2.Science	64	24	37
3.Commerce	52	21	40
4.Edu. & Psy.	12	5	42
5.Law	9	4	44
6.Fine Arts	7	5	71
7.Engineering	166	110	66
8.Medicine	24	9	38
9.Applied Science	19	9	48
10.Social Work	8	8	100
11.Home Science	15	13	86
Total	413	218	53

A comparative view of the percentages of students employed and percentages of students who had the plan for jobs given in Table-26 and 27 reveal that the percentages are coinciding in case of the faculties of Education and Psychology, Law, Fine Arts, Engineering and Home Science. In some of the faculties viz., Medical, and Social Work the percentages of employed students were more than the percentages of students who had the plan for jobs. But in certain other faculties viz., Arts, Science and Commerce, the percentages of employed students were lower than the percentages of students who had the plan for jobs. In this regard the findings of Harmon (1981) can be referred. His study conducted on women students of university reveals that 71% were employed in their chosen careers of Medical, Social

and Teaching. Such a finding may be due to the fact that the study was conducted in a foreign country where the job opportunity may be more than India, and secondly the careers plans were professional rather than general.

If we see the necessity of the acquired educational degree to the employment of students (given in Table-35), it can be found that the jobs taken up by Medical, Home Science, Fine Arts, and Engineering students were mostly related to their educational qualifications. But in other faculties viz., Arts, Science and Commerce, the educational qualifications of many students were not appropriate to their jobs. But just the opposite result was found by Globerson (1978) that 68% of humanity and 72% of science graduates pursued jobs related to their studies. A close scrutiny of the types of jobs and acquired educational qualification of students facultywise (given in Table-31) reveals that the students of Engineering, Fine Arts, Medicine, and Home Science faculties were employed in jobs related to their subject areas. But in rest of the faculties some of the students were employed in other fields where their knowledge and skill acquired during study might not be required. It has been mentioned above that large percentages of students of Social Work, Home Science, Fine Arts, and Engineering were employed. But it can be seen from Table-37 that 40% students of Fine Arts faculty were underemployed i.e., not suitable to their level of educational qualifications. However, the students of Medical (100%), Home Science (92%), Engineering (89%) and Education and Psychology (80%) were suitably employed (see Table-37). But particularly out of the total employed students of the faculties of Arts, Commerce, Law, and Social Work, 50% or even more were underemployed.

It is clear from the foregoing discussion that although exactly the same percentage or even more (having the plan for study) percentage of students of Education and Psychology, Law, Fine Arts, Engineering, Medicine, Applied Science, Social Work, and Home Science faculties were employed, in some other faculties viz., Law, Social Work, and Applied Science large percentages of students were underemployed. And out of these faculties for large percentages of students of Education and Psychology, Social Work and Applied Science, the educational qualifications were not related to their jobs. So it can be said here that the employment position of students in the faculties of Medicine, Engineering and Home Science is high and in the faculties of Fine Arts, Education and Psychology, Applied Science, and Social Work it is average. In rest of the faculties viz., Arts, Science, Commerce, and Law it is low.

6.1.2 Determinants of the Employment Position of Students

It was found that the employment position of students in some of the faculties was high/average and in some other it was low. For the occurance of this phenomenon vary many factors might have played some roles. The factors which might have played some roles are students' future plans, academic performance, socio-economic background and of course the demand in the job market for these personnel. It can be seen from Table-28 that majority of the employed students irrespective of faculties (except the faculty of Medicine) had the plans for jobs. But the employment positions differ from faculty to faculty without any correspondence with the percentage of employed students' plan for jobs. Table-30 also further reveals that majority of the students irrespective of faculties had plans which were appropriate to their educational qualifications. But the percentages of students with appropriateness of educational qualification were considerably large in case of Medical, Engineering, Social Work, and Arts faculties. Besides this, in all these four

Table-28

Future Plans of Employed Students before the Completion of Their Study: Facultywise (in %)

Faculty	Plans				Total number of students
	Job	Study	Any other	Unplanned	
1. Arts	80	20	-	-	10
2. Science	67	25	4	4	24
3. Commerce	81	5	5	9	21
4. Edu. & Psy.	60	40	-	-	5
5. Law	75	25	-	-	4
6. Fine Arts	80	20	-	-	5
7. Engineering	74	21	4	1	110
8. Medicine	22	56	-	22	9
9. Applied Science	78	-	22	-	9
10. Social Work	75	25	-	-	8
11. Home Science	85	7.5	-	7.5	13
Total	72	21	4	3	218

faculties the percentages of employed students were more except Arts faculty. It has been mentioned earlier that majority of the MSU students had plans for jobs and their educational qualifications were appropriate to their plans. But if we see facultywise it reveals that very less percentage of students of Science, Commerce, Education & Psychology, and Medical faculties were employed according to their plans (see Table-29). So it can not be said that future plan does not have any major role in determining the employment of students in these faculties. However, in some of the faculties viz., Arts, Law, Engineering, Applied Science and Home Science faculties, almost half of the employed students

and in Fine Arts and Social Work (80% and 86% respectively) most of the students were employed according to their plans. It must be due to the availability of jobs and demand in the job market for these personnel rather than simply because of effective future plans for jobs. So it can be said here that though the future plan as the determinant of employment of students cannot be discarded, it is

Table-29

Students of Various Faculties Employed According to Their Plans. (in %)

Faculty	Percentage of employed students according to plan	Percentage of students employed but not according to their plan	Total number of students
1.Arts	50	50	10
2.Science	29	71	24
3.Commerce	38	62	21
4.Edu. & Psy.	20	80	5
5.Law	50	50	4
6.Fine Arts	80	20	5
7.Engineering	57	43	110
8.Medicine	22	78	9
9.Applied Science	56	44	9
10.Social Work	86	14	8
11.Home Science	54	46	13
Total	54	46	218

true that it has no major role rather it is the demand in the job market for various personnel that determines the employment positions of students of a faculty. In this regard it can also be seen from Table-31 that the faculties where the employment position was found as high viz., Engineering, Medicine, and Home Science faculties, the types of jobs in which the students were employed are in their respective fields i.e., the Engineering students as Engineer or Trainee Engineer (61% and 35% respectively), the Medical

Table-30

Appropriateness of Educational Qualifications of Employed Students with Their Plans: Facultywise (in %)

Faculty	Appropriate	Inappropriate/ not specific	Total
1.Arts	90	10	100(10)
2.Science	50	50	100(24)
3.Commerce	62	38	100(21)
4.Edu. & Psy.	60	40	100(5)
5.Law	50	50	100(4)
6.Fine Arts	60	40	100(5)
7.Engineering	91	9	100(110)
8.Medicine	100	-	100(9)
9.Applied Science	56	44	100(9)
10.Social Work	88	12	100(8)
11.Home Science	62	38	100(13)
Total	78	22	100(218)

Note : Figures within the parentheses indicates the total number of students.

Table-31

Students Employed in Different Type of Jobs: Facultywise (in %)

	Arts	Science	Commerce	Edu. & Psy.	Law	Fine Arts	Engineering	Medicine	Applied Science	Social Work	Home Science	Total
1. Teachers	40	29	59	80	-	80	4	-	22	-	54	19(42)
2. Clerk	40	17	17	-	25	-	-	-	44	12	-	8(18)
3. Researcher/ Scientist	20	46	-	20	25	20	-	-	34	25	38	13(28)
4. Computer Programmer	-	8	-	-	-	-	-	-	-	-	-	1(2)
5. Manager	-	-	24	-	-	-	-	-	-	-	-	2(5)
6. Administrator	-	-	-	-	50	-	-	-	-	63	8	4(8)
7. Engineer	-	-	-	-	-	-	61	-	-	-	-	31(68)
8. Trainee Engineer	-	-	-	-	-	-	35	-	-	-	-	18(38)
9. Doctor in private clinic/govt. hospital.	-	-	-	-	-	-	-	100	-	-	-	4(9)
Total	100	100	100	100	100	100	100	100	100	100	100	100
	(10)	(24)	(21)	(5)	(4)	(5)	(110)	(9)	(9)	(8)	(13)	(218)

Note : Figures within the parentheses indicate the total number of students.

students as Doctor (100%) and Home Science students as Teacher (mostly lecturer in colleges 54%) and Researcher/ Scientists (38%). But the students of Arts, Commerce, Education and Psychology, and Fine Arts faculties were mostly employed as teachers or clerks for which graduate degree or even less qualifications were required. And for the students of Law faculty L.L.B. degree was not required for their jobs. But 63% students of Social Work faculty were employed as Administrator and for them their qualifications were essential. From the above, it can be concluded that there was enough demand in the job market for Engineering, Medical, Home Science, and to some extent for Social Work students and it was this factor that determined the employment of these students. Of course, besides the future plan or demand in the job market there are other factors like socio-economic background, and academic performance which might have played some role in determining the employment of students. An attempt has been made here to discuss them as follows.

6.1.3 Socio-Economic Background, Academic Performance and Employment of Students :

The Means and SDs of Socio-economic background and academic performance of the employed students and students who were unemployed, self-employed or studying further (given in Table 32, 33 and 34) in a comparative perspective reveal that the employed students of Science, Engineering, and Medical faculties were having middle level socio-economic background and academic performance at HSC/XII Std. and final examination. But it can be noted that there were only nominal differences (maximum difference was 3.11 i.e., final B.E. results) among the Means of socio-economic background, academic achievement at HSC/XII Std. and final examination results of students employed, unemployed, self-employed & studying

further. So it can be said here that although employed students of Science, Engineering, and Medical faculties were having middle level of socio-economic background academic performance at HSC/XII Std. and final examination, these factors were not the strong determinants of employment of these students.

Table - 32

Means and SDs of HSC/XII Std. Examination Results of Students by Their Placement : Facultywise (in %)

Faculty		Placement				
		Employed	Unemployed	Self employed	Studying further	Doing some miscellaneous work
1.Arts	Mean	54.80	47.25	57.00	54.53	-
	SD	5.69	7.22	3.00	6.52	-
2.Science	Mean	58.17	56.84	-	59.45	50.00
	SD	7.94	6.18	-	8.29	-
3.Commerce	Mean	55.24	55.00	57.00	57.94	50.00
	SD	5.59	5.90	1.41	7.02	-
4.Edu. & Psy.	Mean	54.60	61.00	-	58.00	-
	SD	4.22	8.29	-	9.82	-
5.Law	Mean	63.00	-	55.00	-	-
	SD	10.42	-	4.94	-	-
6.Fine Arts	Mean	53.80	58.00	-	-	-
	SD	3.97	2.00	-	-	-
7.Engineering	Mean	63.74	63.13	65.43	66.62	66.00
	SD	5.95	5.69	5.37	6.15	-
8.Medicine	Mean	73.89	-	75.00	73.50	-
	SD	6.62	-	3.90	3.53	-
9.Applied Science	Mean	55.34	53.67	57.00	58.20	59.00
	SD	6.70	1.89	-	9.26	-
10.Social Work	Mean	54.25	-	-	-	-
	SD	6.39	-	-	-	-
11.Home Science	Mean	62.31	63.00	-	-	80.00
	SD	6.33	-	-	-	-

Table-33

Means and SDs of Final Examination Results of Students by Their Placement : Facultywise (in %)

Faculty		Placement				
		Employed	Unemployed	Self-employed	Studying further	Doing some miscellaneous work
1.Arts	Mean	64.80	48.37	57.50	53.75	-
	SD	7.59	7.45	3.00	7.73	-
2.Science	Mean	58.87	55.26	-	59.15	Withheld
	SD	4.94	7.75	-	4.16	-
3.Commerce	Mean	53.40	49.50	50.00	54.94	48.00
	SD	4.20	6.93	5.00	10.21	-
4.Edu. & Psy.	Mean	59.60	58.00	-	63.25	-
	SD	9.09	5.10	-	9.36	-
5.Law	Mean	54.50	-	56.60	-	-
	SD	2.69	-	3.67	-	-
6.Fine Arts	Mean	64.20	61.00	-	-	-
	SD	7.93	5.00	-	-	-
7.Engineering	Mean	64.97	61.86	64.00	67.62	62.00
	SD	6.45	4.31	8.20	6.29	-
8.Medicine	Mean	58.67	-	56.00	58.40	-
	SD	7.23	-	1.67	6.99	-
9.Applied Science	Mean	62.00	58.33	60.00	58.20	56.00
	SD	9.06	2.87	-	3.37	-
10.Social Work	Mean	62.13	-	-	-	-
	SD	8.39	-	-	-	-
11.Home Science	Mean	64.38	59.00	-	-	77.00
	SD	7.10	-	-	-	-

Regarding the employed students of Commerce, Education and Psychology, Fine Arts, and Applied Science faculties, it can be noted that all of them were having very low socio-economic background than their class-mates who were unemployed, self-employed or studying further. But all these

Table-34

Means and SDs of Socio-Economic Background of Students by Their Placement: Facultywise (in %)

Faculty		Placement				
		Employed	Unemployed	Self-employed	Studying further	Doing some miscellaneous work
1. Arts	Mean	19.70	15.25	17.00	21.00	-
	SD	5.75	4.18	6.00	5.53	-
2. Science	Mean	18.13	17.26	-	21.50	22.00
	SD	5.38	6.17	-	5.69	-
3. Commerce	Mean	15.09	15.30	21.00	17.29	23.00
	SD	4.97	5.16	4.24	5.14	-
4. Edu. & Psy.	Mean	15.60	21.00	-	24.25	-
	SD	4.22	5.10	-	3.19	-
5. Law	Mean	12.00	-	17.80	-	-
	SD	1.73	-	3.43	-	-
6. Fine Arts	Mean	18.80	24.50	-	-	-
	SD	4.17	4.50	-	-	-
7. Engineering	Mean	18.19	17.35	19.00	20.34	20.00
	SD	5.98	6.06	2.73	5.65	-
8. Medicine	Mean	18.00	-	18.60	16.10	-
	SD	5.56	-	4.32	5.50	-
9. Applied Science	Mean	16.78	18.67	12.00	21.40	17.00
	SD	4.87	4.11	-	4.88	-
10. Social Work	Mean	20.63	-	-	-	-
	SD	5.45	-	-	-	-
11. Home Science	Mean	24.85	20.00	-	-	27.00
	SD	3.46	-	-	-	-

employed students were having much better academic performance at final examinations i.e., Fine Arts, and Applied Science students the highest and Commerce, and Education and Psychology students the middle level in comparison to their classmates. But regarding the HSC/XII Std. results, the employed students

of Education and Psychology and Fine Arts faculties were much lower than their unemployed classmates and the employed students of Commerce and Applied Science were of middle level, where only nominal differences were found among the Means of students employed, unemployed, self-employed or studying further. From the above it can be deduced that lower socio-economic background and better academic performance at the final examination of Commerce, Education and Psychology, Fine Arts, and Applied Science students were the main determinants of employment. It was because the lower socio-economic background of students might have pressurized the students to take up some jobs and as they had high or middle level academic performance (much better than unemployed students), it might have helped them to be selected in jobs.

In case of Arts faculty's employed students, it can be seen from Table 32, 33 and 34 (as indicated by Means) that they were having middle level socio-economic background, high academic performance at M.A. examination and middle level academic performance at HSC/XII Std. in comparison to their classmates in the faculty. It can further be noted that the differences among the Means of socio-economic background, academic performance at HSC/XII Std. and final examination of employed and unemployed students were large. So it can be said that all these three factors were the main determinants of employment of Arts students.

The employed students of Home Science faculty were having middle level socio-economic background and middle level academic performance in final examination but low academic performance in HSC/XII Std. in comparison to students unemployed or doing some miscellaneous work. Since the employed students differ much in their academic performance at the final examination and socio-economic background from the other two categories of students i.e., students unemployed and studying further but did not differ much in

their HSC/XII Std. result from the unemployed students, it can be said that final examination result and socio-economic background were the main determinants of employment for the students of Home Science.

It can be seen from Table-32, 33 and 34 that the employed students of Law faculty were having low socio-economic background, low academic performance at the final L.L.B. examination and high academic performance at HSC/XII Std. But as most of these students were already employed while studying L.L.B. and were not employed on the basis of L.L.B. degree, it can be said that non of these three factors viz., socio-economic background, academic performance at HSC/XII Std. and final L.L.B. results were the determinants of employment for the students of Law faculty. It can further be said that low socio-economic background might have pressurized and high academic performance at HSC/XII Std. might have fostered the employment of students while they were studying L.L.B. or even before admission to L.L.B. course.

It is clear from the foregoing discussion that the employment of students in different faculties varies and there were various determinants for the employment of students. It is also true that out of the total employment, there were also underemployment. For a variety of reasons, the students specially the underemployed try to find out new ways and means and have variety of plans specially for jobs. The details about the reasons and planning of jobs and earning of employed students are presented in what follows.

6.1.4 Further Plans of the Employed Students

It can be seen from Table 35 that the educational qualifications for a large majority of the employed students (84% in total) except of Law faculty were necessary for their job. Further, about the satisfaction

Table-35

Necessity of the Final Educational Degree for the Jobs of Employed Students ; Facultywise (in %)

Faculty	Necessity of the Degree		
	Necessary	Not-necessary	Total
1.Arts	40	60	100(10)
2.Science	75	25	100(24)
3.Commerce	78	22	100(21)
4.Edu. & Psy.	60	40	100(5)
5.Law	-	100	100(4)
6.Fine Arts	80	20	100(5)
7.Engineering	99	1	100(110)
8.Medicine	100	-	100(9)
9.Applied Science	55	45	100(9)
10.Social Work	75	25	100(8)
11.Home Science	80	20	100(13)
Total	84	16	100(218)

Note: Figures within the parentheses show the total number of students.

of employed students with their jobs, it can be seen from Table-36 that 81% of the students were satisfied with the nature of the job and 62% were satisfied with the salary. However, 50% of the employed students, each of the faculties of Law and Social Work were not satisfied with the nature of work. It can also be seen that 50% students of Arts, and Science faculties and majority of the faculties of Law, Fine Arts, Applied Science, and Social Work students were not satisfied with the amount of salary. For the majority

of the employed students of Law, Fine Arts, Applied Science and Social Work faculties, it was not only that they were dissatisfied with the amount of salary but also about half or even more than half in some of the faculties including Science faculty were underemployed. It means, for their jobs, low salaries were paid and low level qualifications were required.

Table-36

Satisfaction of Employed Students with the Nature of their Jobs and Salary: Facultywise (in %)

Faculty	Satisfaction with the nature of job		Satisfaction with the salary		Total
	Satisfy	Dissatisfy	Satisfy	Dissatisfy	
1.Arts	90	10	50	50	100(10)
2.Science	83	17	50	50	100(24)
3.Commerce	63	37	54	46	100(21)
4.Edu. & Psy.	100	-	64	36	100(5)
5.Law	50	50	25	75	100(4)
6.Fine Arts	100	-	40	60	100(5)
7.Engineering	80	20	69	31	100(110)
8.Medicine	100	-	78	22	100(9)
9.Applied Science	78	22	45	55	100(9)
10.Social Work	50	50	25	75	100(8)
11.Home Science	100	-	75	25	100(13
Total	81	19	62	38	100(218)

Note: Figures within the parentheses show the total number of students.

Since about 50% or even more students of Arts, Science, Law, Fine Arts, Applied Science and Social Work were under-employed (see Table-37), it is expected that they might be having some further plans for different jobs. It can be seen from Table-38 that majority of the employed students of Science, Commerce, Law, Fine Arts, and Social Work faculties and about half of Arts, Engineering and Applied Science students were looking for jobs. It reveals that not only the

Table-37

Facultywise Percentages of Students Suitably Employed and Underemployed

Faculty	Students		Total
	Suitably employed	Under-employed	
1.Arts	40	60	100(10)
2.Science	71	29	100(24)
3.Commerce	46	54	100(21)
4.Edu. & Psy.	80	20	100(5)
5.Law	50	50	100(4)
6.Fine Arts	60	40	100(5)
7.Engineering	89	11	100(110)
8.Medicine	100	-	100(9)
9.Applied Science	55	45	100(9)
10.Social Work	50	50	100(8)
11.Home Science	92	8	100(13)
Total	76	24	100(218)

Note : Figures within the parentheses indicate the total number of students.

Table-38

Types of Jobs Searched Further by the Employed Students : Facultywise (in %)

Types of job \ Faculty	Arts	Science	Commerce	Edu. & Psy.	Law	F'ne Arts	Engineering	Medicine	Applied Science	Social Work	Home Science	Total
1. Teaching	20	-	-	20	-	40	2	-	-	25	15	5(11)
2. Clerical	10	-	62	-	-	-	-	-	-	-	-	6(14)
3. Research/Scientist	10	17	-	-	-	20	-	-	-	-	10	3(7)
4. Administrative	-	4	4	-	75	-	8	-	11	75	-	10(21)
5. Computer Operator/ Programmer	-	8	-	-	-	-	4	-	11	-	-	3(7)
6. Engineer	-	-	-	-	-	-	21	-	-	-	-	11(23)
7. Private Clinic/ Start own industry	-	-	5	-	-	-	-	22	-	-	-	1(3)
8. Any job related to degree.	10	29	-	-	-	20	10	-	23	-	-	11(24)
9. Not searching any job.	50	42	29	80	25	20	55	78	55	-	75	50(110)
Total	100 (10)	100 (24)	100 (21)	100 (5)	100 (4)	100 (5)	100 (110)	100 (9)	100 (9)	100 (8)	100 (13)	100(218)

Note : Figures within the parentheses indicate the total number of students.

underemployed students but also properly employed students were looking for jobs, may be for better financial prospectives. It can be seen further from Table-38 that majority of the employed Arts, Education and Psychology, Fine Arts and Home Science students were looking for teaching jobs and the Commerce students were looking for clerical jobs. But the students of Social Work and Law faculties were

Table-39

Reasons of Searching Jobs by the Employed Students : Facultywise (in %)

Faculty	Reason of searching job				Total
	Salary/ and social status is low in the present job	Not satisfied with the present job's nature of work	For more practical knowledge & start own industry	To stay at home	
1.Arts	20	80	-	-	100(5)
2.Science	87	13	-	-	100(15)
3.Commerce	76	24	-	-	100(17)
4.Edu. & Psy.	100	-	-	-	100(1)
5.Law	-	100	-	-	100(3)
6.Fine Arts	-	100	-	-	100(4)
7.Engineering	-	68	26	6	100(49)
8.Medicine	100	-	-	-	100(2)
9.Applied Science	75	25	-	-	100(4)
10.Social Work	75	25	-	-	100(8)
11.Home Science	100	-	-	-	100(2)
Total	37 (41)	48 (53)	12 (13)	3 (3)	100 (110)

Note : Figures within the parentheses indicate the total number of students.

Table-40

Mean and SD of the Salary of Employed Students : Facultywise (in Rupees)

Faculty	Mean	SD	Total No. of students
1.Arts	860.00	566.00	10
2.Science	933.33	410.96	24
3.Commerce	872.72	469.21	21
4.Edu. & Psy.	850.00	259.80	5
5.Law	1100.00	173.21	4
6.Fine Arts	1080.00	97.98	5
7.Engineering	1136.36	552.63	110
8.Medicine	1444.45	72.43	9
9.Applied Science	844.45	294.81	9
10.Social Work	950.00	327.87	8
11.Home Science	1169.23	374.96	13

looking for some administrative posts and the students of Engineering and Medicine faculties were looking for the post of Engineering and Doctor in private clinic respectively. The reasons given by majority of the employed students of Science, Commerce, Education and Psychology, Medicine, Applied Science, Social Work, and Home Science was that they were not satisfied with the salary and social status of the job but majority of the Arts, Law, Fine Arts and Engineering students were not satisfied with the present jobs i.e., the nature of work (see Table-39).

About the salary of the employed students it can be seen from Table-40 that employed Medical students were getting high salary i.e., Rs.1444.45 in average. It is followed by Home Science, Engineering, Law and Fine Arts faculties' students who were earning around Rs.1100.00 per month. But the employed students of other faculties viz., Arts, Science, Commerce, Education and Psychology, Applied Science and Social Work were earning around Rs.900.00 i.e., ranging from Rs.844.45 of Applied Science students to Rs.950.00 of Social Work students. However, it can be said that majority of the employed students of few faculties viz., Engineering, Medicine, and Home Science, where the employment position was high, the salary was also correspondingly high. But 50% of the students (in total) were looking for jobs mainly because of low salary, low social status and their dissatisfaction with the nature of work.

6.15 Conclusion

It can be concluded here that the employment position of Engineering, Medical and Home Science students was high. But the employment position of students of the faculties of Fine Arts, Applied Science, Social Work and Education and Psychology faculties was moderate and in rest of the faculties viz., Arts, Science, Commerce, and Law it was low. The employment position of all the faculties differ from one another and there are different determinants of the employment position of students. The future plans of students and specially the demand in the job-market were the determinants of employment positions of students in all the faculties. It was found that the socio-economic background, academic performance at HSC/XII Std. and final examination, do not play any major role in determining the employment of Science, Engineering, and Medical students. But in case of Arts faculty all the three factors play important role in determining the

employment position of students. In case of the students of Commerce, Education and Psychology, Fine Arts, Applied Science and Home Science faculties, the final examination result and socio-economic background rather than HSC/XII Std. examination result play important role in determining the employment positions. However, the HSC/XII Std. examination result including socio-economic background were the determinants of employment positions of Law faculty's students and L.L.B. degree was totally unrelated. About one-fourth of the students mostly of Arts, Commerce, Law, and Social Work faculties were underemployed. The underemployed and even some of the properly employed students were still searching jobs mostly to earn more money and for social status. However, majority of the students were satisfied with the nature of work and salary. Among the employed students, the students of Medical, Engineering and Home Science faculties were getting more salary in comparison to other faculties. There was also high correspondence in the employment position of students of various faculties and their salary.

SECTION-II

STUDENTS STUDYING FURTHER

Here in this section of the present chapter an attempt has been made to answer few questions pertaining to the facultywise position of students studying further, and appropriateness of students' acquired educational qualifications and their future plans during study with the further study pursued by them. It has also been attempted to find out the reasons for pursuing the further study and the possible determinants of further study. Subsequently an attempt has been made to reveal the students' involvement in various activities after study and their future plans. The details about these are as follows:

6.2.1 Facultywise Position of Students Studying Further

The students of different faculties of MSU who were followed up after the six months of their completion of course were having the plan for further study in large percentage (34% in total, see Table-41), as compared to their other plans. But Table-41 further reveals that 24% of students in total were studying further. The rest 76% were employed, unemployed or self-employed. Some of the students who were studying further had no plan for further study. There were also students who were not studying further even if they had the plan to study further. An Analysis of the percentages of students studying further reveals that large percentages of students of Arts (46%), Medical (42%), Commerce and Edu. & Psy. (33% each), Science (31%) and low percentages of students of Engineering (15%) and Applied Science (26%) were studying further (see Table-41).

Table-41

Students Plan for Further Study and Pursuing Further Studies : Facultywise (in %)

Faculty	Total number of students	Percentage of students plan for further study	Total number of students pursuing further study	Percentage of students pursuing further study
1.Arts	37	54	17	46
2.Science	64	34	20	31
3.Commerce	52	28	17	33
4.Edu. & Psy.	12	58	4	33
5.Law	9	44	-	-
6.Fine Arts	7	29	-	-
7.Engineering	166	29	25	15
8.Medicine	24	71	10	42
9.Applied Science	19	11	5	26
10.Social Work	8	25	-	-
11.Home Science	15	7	-	-
Total	413	34	98	24

But no students of Social Work, Home Science, Fine Arts and Law faculties were studying further. Although high percentages of students of Arts, Medicine, Science, Commerce and Education & Psychology faculties were studying further, it cannot be said that all the students were pursuing further higher studies, even if the study were appropriate to their plans. It is because some of the students might be pursuing studies lower than their acquired level of educational qualification. It can be seen from Table-42 that high percentages of students of Arts, Medicine, Education & Psychology and

Table-42

Students Studying Further According to Their Plans : Facultywise (in %)

Faculty	Students Plan for study		Students studying according to plan		Total number of students
	Total Number	Percentage	Total Number	Percentage	
1.Arts	12	71	9	53	17
2.Science	9	45	9	45	20
3.Commerce	7	41	4	24	17
4.Edu. & Psy.	4	100	4	100	4
5.Engineering	16	64	12	48	25
6.Medicine	9	90	9	90	10
7.Applied Science	1	20	1	20	5

Engineering faculties had the plans for further study and among them only Medicine, Education & Psychology, and Arts students were pursuing study according to their plans in large majority. Further it can be seen from Table-42 and 43 that ~~for~~ majority of the students engaged in further study had the plan for further study and were pursuing studies appropriate to their educational qualifications. However, the percentages of such students were less in Arts and Commerce faculties in comparison to other faculties. If we examine the appropriateness of the educational qualification with the further study of the total percentages of students (see Table-44 for detail), it can be seen that for a large majority of Medicine, Engineering, Applied Science and Science students the further studies were for further specialization (62%) and their last degrees were the basic requirement (66%). So it can be said here that students of Medicine, Engineering, Applied Science and Science faculties were

pursuing further studies mostly for further specialization and appropriate to their qualifications. It might be due to the fact that the courses like Engineering and Medicine are having sequential courses of study in an intricate manner. Secondly, as mentioned in the first section of this chapter that there has been a good demand in the job market for these personnel and hence they do not want to change their areas of studies as may happen in case of students in other faculties viz., Arts, Science and Commerce. So the students of Engineering and Medicine were pursuing further studies mostly for further specialization and appropriate to their acquired educational qualifications. But majority of the students of Arts, Commerce, and Education & Psychology faculties were pursuing higher studies generally not for further specialization or appropriate to their educational qualifications. Such a phenomenon might be due to the fact

Table-43

Appropriateness of the Plan for Further Study to Educational Qualification of Students : Facultywise (in %).

Faculty	Appropriate	Inappropriate	Total
1.Arts	50	50	100(12)
2.Science	78	22	100(9)
3.Commerce	57	43	100(7)
4.Edu. & Psy.	100	-	100(4)
5.Engineering	100	-	100(16)
6.Medicine	100	-	100(9)
7.Applied Science	100	-	100(1)
Total	81	19	100(58)

Note : Figures within the parentheses indicate the total number of students.

Table-44

Last Degree Obtained by Students and the Basic Requirement for Admission into Courses Studied Further : Facultywise (in %)

Faculty	Last degree was required	Last degree was not required	For further specia-lization	Not for further specia-lization	Total No. of Stu-dents
1.Arts	47	53	47	53	17
2.Science	65	35	55	45	20
3.Commerce	29	71	53	47	17
4.Edu. & Psy.	50	50	50	50	4
5.Engineering	88	12	68	32	25
6.Medicine	100	-	100	-	10
7.Applied Science	80	20	80	20	5
Total	66	34	62	38	98

that the courses are such that even if the students have planned for some study or job, they may not get it or even if they do they may alter their plans and think of something else in accordance with the demand of the job market, their potentiality, interest and vary many other factors. So most of these students were pursuing studies which were not appropriate to their acquired qualification or for further specialization. It can be noted that none of the students of Law, Fine Arts, Social Work and Home Science faculties were studying further. But why no student was found as studying further in some of the faculties and why in some other faculties students were pursuing higher studies appropriate to their qualifications and for further specialization? Also why in some of the faculties students were pursuing higher studies those were not appropriate to their educational qualifications and for further specialization are the questions, answers to which are sought and presented in what follows.

Table-45

Courses Studied Further by Students: Facultywise (in %)

Course	Faculty							Total
	Arts	Science	Commerce	Edu. & Psy.	Engineering	Medicine	Applied Science	
1.Ph.D.	18	45	6	50	-	-	40	18
2.M.Phil	12	-	-	-	-	-	-	2
3.B.Ed.	52	30	5	25	-	-	-	18
4.M.B.A.	-	-	12	-	24	-	20	9
5.Computer Science	-	25	-	-	4	-	40	8
6.M.Sw.	-	-	-	25	-	-	-	1
7.B.Music	-	-	5	-	-	-	-	1
8.Dip.in Archaeology	6	-	-	-	-	-	-	1
9.Chartered Accountancy	-	-	24	-	-	-	-	4
10.L.L.B.	6	-	48	-	-	-	-	9
11.B.Lib.	6	-	-	-	-	-	-	1
12.M.E./M.Tech.	-	-	-	-	72	-	-	18
13.M.D./M.S.	-	-	-	-	-	100	-	10
Total %	100	100	100	100	100	100	100	100
Total No. of Students	17	20	17	4	25	10	5	98

6.2.2 Some Possible Determinants of Further Study

Although some of the students of Law, Fine Arts, Social Work and Home Science faculties (44%, 29%, 25% and 7% respectively, see Table-26) had the plans to study further, none of them did so. It might be because the students of these

Table-46

Specific Plan of Students Who had the Plan for Further Study and Actually Studying Further : Facultywise (in %)

Specific Plan	Faculty							Total
	Arts	Science	Commerce	Edu. & Psy.	Engineering	Medicine	Applied Science	
1.B.Ed.	50	11	-	25	-	-	-	14(8)
2.L.L.B.	8	-	42	-	-	-	-	7(4)
3.Ph.D./M.Phil.	34	78	29	50	-	-	-	26(15)
4.M.Sw.	8	-	-	25	-	-	-	3(2)
5.M.E./M.Tech.	-	-	-	-	63	-	-	17(10)
6.M.B.A.	-	-	-	-	37	-	-	11(6)
7.C.A.	-	-	29	-	-	-	-	3(2)
8.Computer Course	-	11	-	-	-	-	100	3(2)
9.M.D./M.S.	-	-	-	-	-	100	-	16(9)
Total %	100 (12)	100 (9)	100 (7)	100 (4)	100 (16)	100 (9)	100 (1)	100 (58)

Note : Figures within the parentheses indicate the total number of students.

faculties got jobs/and were not interested in studying further. In this regard it can be seen from the first section of the present chapter that all the students of Social Work, Fine Arts and most of Home Science faculties were employed. Further, section-three of this chapter reveals that majority of Law students were self-employed. So none of the students of these faculties were studying further. But the students of Medicine, Engineering, Applied Science and Science were studying for further specialization. It can be seen from

Table-45 that majority of the Medical students were doing M.D./M.S., the Engineering students M.E./M.Tech., and Science students - Ph.D., which were for the further specialization in their subjects. In this regard it can be seen from Table-46 that large majority of these students i.e., Medical, Engineering and Science (100%, 63%, and 78% respectively) had also the plans for these studies.

It can also be seen from Table 32, 33 and 34 that the students of these faculties were having high level of socio-economic background, academic performance at HSC/XII Std. and final examination than other students except the Medical students. The Medical students who were engaged in further study had nominally lower socio-economic background, academic performance at HSC/XII Std. and final examination than their employed and self-employed classmates. So, it can be said that future plans play a dominant role for students' further study in all these faculties. However, the socio-economic background and academic performance play a main role for the students' further study only in the faculties of Science, Engineering and Applied Science than of Medical faculty. Although large percentages of Arts and Commerce students were studying further, it can be seen from Table-43 and 44 and as mentioned earlier that large percentages of students were studying not according to their plans and educational qualifications or for further specialization. Most of these students, as Table 45 reveals were doing B.Ed. or L.L.B. course. So future plan did not play any major role for the further study of Arts and Science students. It can also be seen from Table-32,33 and 34 that the socio-economic background and academic performance at HSC/XII Std. and final examination of the Arts and Commerce students studying further do not differ much from the students who were employed or unemployed. However, they were having higher or middle level of socio-economic background, academic performance at

HSC/XII Std. and final examination result. So it can be said here that future plans, socio-economic background and academic performance were not the main determinants of further study for Arts and Commerce students. It might be because these general courses are not having any further chain of sequential courses like the professional courses viz., Medical and Engineering, Therefore, probably the future job-prospective of a course determines the further study of these students.

6.2.3 Activities of Students Studying Further

The students studying further were also searching jobs/ and trying to appear in some competetive examinations. It can be seen from Table-47 that majority of the students of Commerce, Edu. & Psy. and Applied Science were searching jobs while studying but about half of the students of Arts, Science, and Engineering and none of the Medical students were searching jobs. Large percentages of Medical and Engineering students were not seeking jobs, which might be due to the fact that they were pursuing higher studies appropriate to their qualifications and were not interested in jobs before the completion of further studies. But regarding Arts students a large percentage of them (53%) were not seeking jobs. It might be because they were girls and not interested in jobs. They were just studying further to pass their time even if the further studies were not for higher studies and specialization rather lower than their acquired educational qualifications. But majority of the Commerce and Edu. & Psy. students were seeking jobs because they might not be satisfied with the study they were pursuing. It was because the further studies were not for their further specialization or of any interest to them. However, Table-47 further reveals that about one-third of the students each of Science, Applied Science and Engineering faculties were

Table-47

Students Studying Further and Seek Jobs Simultaneously : Facultywise (in %)

	Faculty							Total
	Arts	Science	Commerce	Edu. & Psy.	Engineering	Medicine	Applied Science	
1.Seeking jobs	47	45	65	75	44	-	60	46
2.Not seeking any job	53	55	35	25	56	100	40	54
Types of Jobs Seek								
1.Teacher	88	34	9	-	9	-	-	27
2.Clerk	-	-	64	-	-	-	-	15
3.Practice Law	-	-	9	-	-	-	-	2
4.Computer Programmer	-	22	-	-	-	-	67	9
5.Psychologist	-	-	-	100	-	-	-	7
6.IAS Officer	12	-	-	-	-	-	-	2
7.Asstt. Engineer	-	-	-	-	54	-	-	14
8.Pharmacist	-	-	-	-	9	-	-	2
9.Geologist	-	11	-	-	-	-	-	2
10.Labour Officer	-	-	9	-	-	-	-	2
11.Not Specific	-	33	9	-	28	-	33	18
Total number of students seek job	8	9	11	3	11	-	3	45

not specific about the jobs they were seeking. But majority of the Arts and Science students were seeking teaching jobs, the Commerce students - clerical jobs, Education & Psychology students the psychologist job and Engineering students - the post of Assistant Engineers.

There were also few students who were trying to appear in some competetive examinations while studying further. It can be seen from Table-48 that majority of Education & Psychology and almost half of Science and Commerce (47%) students were trying to appear in competetive examinations whereas none of the Medical students and a meagre percentages of Arts and Engineering students, and 40% of the Applied Science students were trying to appear in some competetive examinations. None of the Medical and large majority of Engineering and Arts students

Table-48

Students Studying Further and Trying to Appear in Some Competetive Examination. Facultywise (in %)

	Faculty							
	Arts	Science	Commerce	Edu. & Psy.	Engineering	Medicine	Applied Science	Total
1. Trying to appear	29	50	47	75	24	-	40	35
2. Not trying to appear	71	50	53	25	76	100	60	65
Name of the Examination								
1. TOFEL	-	-	-	33	34	-	-	9
2. IAS/ICS/IPS	20	-	12	-	50	-	50	17
3. IPCL/ONGC	-	10	-	-	16	-	-	6
4. Bank Service	80	30	88	-	-	-	-	41
5. UGC Research Fellowship	-	40	-	-	-	-	-	12
6. Management Admission	-	20	-	-	-	-	-	6
7. GPSC	-	-	-	-	-	-	50	3
8. Not specific	-	-	-	67	-	-	-	6
Total %	100	100	100	100	100	100	100	100
Total No. of Students trying to appear in examination	5	10	8	3	6	-	2	34

studying further were not trying to appear in any competetive examination. It might be because they were sure to get jobs after the completion of their courses. But as Table-48 reveals, half of the students of Science, 47% of Commerce, 75% of Education & Psychology and 40% of Applied Science were trying to appear in some competetive examinations and it might be due to the fact that these students were not expecting any job immediately after their further study. However, it can be said here that large majority of Commerce, Education & Psychology, and Applied Science students and about half of Arts, Science, and Engineering students were looking for jobs mostly by taking into consideration the availability of the types of jobs and their qualifications. There were also some students trying to appear in some competetive examinations suitable to their educational qualifications and interest.

6.2.4 Conclusion

It was found that no student of Law, Fine Arts, Social Work and Home Science faculties was studying further. Among other faculties, high percentages of Medical, Engineering, Applied Science and Science students were studying further for further specialization and their last educational degrees were the basic requirements for admission. But the reverse was the case for a majority of the students in rest of the faculties viz., Arts, Commerce and Education & Psychology. For the further study of students, further plans play a major role in case of the students of Medical, Engineering, Science and Applied Science faculties. But future plans do not play any major role in case of the rest of the faculties.

Socio-economic background and academic performance also do not seem to play any major role for students' further study in Medical, Arts, Commerce and Education & Psychology faculties. However, it seems that socio-economic background and academic performance do play a major role in case of Engineering, Applied Science and Science faculties' students and the job-prospective for the students of Arts, Commerce and Education & Psychology faculties. The students of all the faculties who were studying further (except of Medicine faculty) were trying to appear in some competetive examinations and trying to get a job in large number. The jobs they were searching were appropriate to their educational qualifications.

SECTION-III

SELF-EMPLOYED STUDENTS

The present section of this chapter deals with three main questions. They are: (1) which are the faculties where the self-employment position of students was better than other faculties? (2) which are the determinants of the self-employment of students in different faculties, and (3) in which sort of work the students were engaged in and whether they were satisfied with their work and earning or not. The details about the analysis and interpretation of data pertaining to the above questions are presented in what follows.

6.3.1 Facultywise Self-Employment Position of Students

Students had diverse plans before the completion of their study. It can be seen from Table-49 that some of the students of Arts, Science, Commerce, Law, Engineering and Applied Science had the plan for self-employment. But none of the students of Education & Psychology, Fine Arts, Medicine, Social Work and Home Science had the plan for self-employment. It can further be seen from Table-49 that none of the students of these faculties i.e., Education & Psychology, Fine Arts, Social Work and Home Science were self-employed. But, although no student of Medical faculty had the plan for self-employment, 21% students out of the total students of Medicine faculty were self-employed. The reverse was found in case of Science faculty; though 3% students of that faculty had the plan for self-employment none of them were self-employed. In rest of the faculties viz., Arts, Commerce, Law, Engineering and Applied Science,

Table-49

Students with Plan to be Self-employed : Facultywise (in %)

Faculty	Plan for self-employed	Self-employed after study	Self-employed according to plan out of the employed students.	Total
1. Arts	3	5	-	100(37)
2. Science	3	-	-	100(64)
3. Commerce	10	6	33	100(52)
4. Edu. & Psy.	-	-	-	100(12)
5. Law	11	56	20	100(9)
6. Fine Arts	-	-	-	100(7)
7. Engineering	5	4	57	100(166)
8. Medicine	-	21	-	100(24)
9. Applied Science	5	5	-	100(19)
10. Social Work	-	-	-	100(8)
11. Home Science	-	-	-	100(15)
Total	5	6	26	199(413)

Note : Figures within the parentheses indicate the total number of students.

some of the students had the plan for self-employment and were self-employed after the completion of their study. Among the faculties where self-employment was found, large percentages of students in the faculties of Law (56%) and Medicine (21%) were self-employed. But in other faculties the position were quite low i.e., ranging from 5% to 6%. In addition to the

above, Table-50 reveals that for a majority of the Medical, Engineering and Applied Science students (100%, 57% and 100% respectively) their degrees were appropriate to their nature of work. But in case of Arts and Commerce students, knowledge and skills acquired by them were not required to carry out their work. So, a large percentage of Medical, Engineering and Law students were self-employed and their acquired knowledge were required to perform their work (except Law students), it can be said that the position of self-employment was high in these faculties. As a large number of Engineering students were self-employed, where their acquired knowledge and skill were required, it can be said that they were better self-employed than Arts and Commerce students. It is clear from the above that the position of self-employment varies from faculty to faculty and in total only 6% students were self-employed within six months. Of course, compared to the six percentage of

Table-50

Requirement of the Last Educational Qualification for the Nature of Work of the Self-employed

Faculty	Required (in %)	Not required (in %)	Total No. of Students
1.Arts	-	100	100(2)
2.Commerce	-	100	100(3)
3.Law	20	80	100(5)
4.Engineering	57	43	100(7)
5.Medicine	100	-	100(5)
6.Applied Science	100	-	100(1)
Total	48 (11)	52 (12)	100 (23)

Note : Figures within the parentheses indicate the total number of students.

self-employment in the present study, high percentages i.e., 10.2%, to 14.7% were found as self-employed by Rao (1961), Bhattacharya (1965) and Dholakia (1977). The finding of large percentages of students as self-employed by these researchers might be due to the fact that, the follow-up study conducted by them were after a considerably large gap of time than the present study. Another possibility was that people must be giving more value to self-employment and self-dependency during that period than today. Whatever be the percentage of self-employed students, the position differs from faculty to faculty and as mentioned earlier, even though some of students in few faculties had the plan to be self-employed they could not do so. Whereas although none of the students in some of the faculties had the plan to be self-employed yet a few were self-employed. There were of course certain factors which are associated with self-employment of students. An attempt has been made in this section to explain some of the possible factors that might have caused the self-employment of students.

6.3.2 Determinants of Self-employment

The factors that might have played some roles for the students to be self-employed are his future plan, academic performance and socio-economic background. However, it can be seen from Table-50 that none of the self-employed students' educational degrees in the faculties of Arts, Commerce, and majority of Law (80%) were necessary to carry out their work. But in case of Medicine and Applied Science faculties, for the self-employed students, their degrees were essential. As the educational degrees were not essential for most of the self-employed students of Arts, Commerce and Law faculties, it can be said that the final degree was not an important determinant of the students to be self-employed.

But in rest of the faculties i.e., Medicine; Applied Science and Engineering, although it seems that final degree plays an important role, it can be seen from Table-33 that the students with average level of academic performance were self-employed. Further in case of Medical students it was the low achievers who were self-employed. It might be because these students could not get admission to continue their higher studies. In case of Engineering and Applied Science, the self-employed students were having average level of academic performance in comparison to students employed, unemployed and studying further (see Table-33). So the probability of not getting job or admission to higher studies was less for these students and there must be some other factors specially the socio-economic background for their being self-employed. Although the academic performance of students at HSC/XII Std. shows that most of the self-employed students had high or middle level academic performance in comparison to employed, unemployed, and students studying further irrespective of faculties, the differences among the Means of these groups were nominal. So it can be said that although students with high or middle level of academic performance were self-employed, it does not seem to play any role for the self-employment of students.

The Mean scores of socio-economic background of students who were employed, self-employed, studying further or unemployed given in Table-34 in a comparative perspective reveal that the self-employed students of Commerce, Law and Medicine faculties were having high socio-economic background. Simultaneously Table-49 reveals that the self-employed students of Medicine faculty had no plan to be self-employed. But as most of the self-employed students of Commerce faculty have started some business and the Medical

Table-51

Nature of Work of the Self-employed Students of Different Faculties (in %)

Nature of Work	Faculty						Total
	Arts	Commerce	Law	Engineering	Medicine	Applied Science	
1. Industry	100	34	20	72	-	100	13
2. Business	-	33	-	-	-	-	4
3. Advocate	-	-	60	-	-	-	14
4. Chartered Accountant	-	-	20	-	-	-	4
5. Private Clinic	-	-	-	-	100	-	23
6. T.V. Mechanic	-	-	-	14	-	-	4
7. Architectural Work	-	-	-	14	-	-	4
8. Tuition Master	-	33	-	-	-	-	4
Total %	100	100	100	100	100	100	100
Total No. of Students	2	3	5	7	5	1	23

students private clinics, which require high capital investment, it can be said that the high socio-economic background must have provided opportunity to these students for being self-employed. Regarding the Law facultys' self-employed students, most of them have started practising as advocates (see Table-51). It must be due to their independent out look rather than economic background (see Table-52). It can be seen from Table-34 that the Arts and Engineering students were having middle level of socio-economic background

Table-52

Reasons for the Self-employment of Students of Different Faculties (in %)

Reason	Faculty						Total
	Arts	Commerce	Law	Engineering	Medicine	Applied Science	
1. To be independent	-	-	80	28	20	-	30
2. To help father in the business	-	-	-	28	-	-	9
3. To have more experience or practical knowledge	-	-	-	28	20	-	13
4. To earn more money.	-	100	-	16	60	100	30
5. Interest in the work	50	-	20	-	-	-	9
6. To avoid unemployment problem	50	-	-	-	-	-	9
Total %	100	100	100	100	100	100	100
Total No. of students	2	3	5	7	5	1	23

and Applied Science students having low socio-economic background in comparison to other students. Among these self-employed students, majority of the Engineering (57%) and all of Applied Science had the plan for self-employment. Moreover most of the parents of these students had their own industries and these students were engaged in these industries and help their parents. Hence, it can be said that

socio-economic background play an important role for self-employment of students of the faculties of Commerce and Medicine only. In case of Engineering and Applied Science it was the parents who play an important role and for the Arts and Law students it was the interest or spirit of freedom that play a vital role to decide upon students' self-employment.

6.3.3 Nature of Work and Satisfaction of the Self-employed Students

It can be seen from Table-51 that most of the self-employed students of Arts, Applied Science and Engineering were engaged in industrial work and Medical students had their private clinics, and majority of Law students were advocates. But the self-employed Commerce students were engaged in industry, business or as tuition master (33% each). A close examination of the nature of work reveals that the Medical, Engineering, Applied Science and Law students i.e., the technical and professional students were self-employed where they can earn more than the employed and utilize their acquired knowledge properly. But the reverse was the case for Arts and Commerce students that they earn comparatively less money and did not utilize their acquired knowledge. So it can be said that professional students were properly self-employed and students of of general stream were not properly self-employed.

About the satisfaction of self-employed students with their work, it can be seen from Table-53 and 54 that most of the students irrespective of faculties except those of Arts (50% only), were satisfied with their work. The main reason of satisfaction for the students of Arts, Commerce,

Table-53

Satisfaction or otherwise of self-employed Students with Their Work (in %)

Faculty	Percentage of satisfied students	Percentage of dissatisfied students	Total No. of students
1.Arts	50	50	100(2)
2.Commerce	100	-	100(3)
3.Law	80	20	100(5)
4.Engineering	71	29	100(7)
5.Medicine	80	20	100(5)
6.Applied Science	100	-	100(1)
Total	78	22	100(23)

Note : Figures within the parantheses indicate the total number of students.

Law, Medicine and Applied Science were the usefulness of the acquired knowledge and because they earn more money. But majority of Engineering students (60%) were satisfied because they were self-dependent. A few students were not satisfied because of less income (students of Arts and Medicine), no application of acquired knowledge (Engineering students) and no interest in the work (Law students).

Table-54

Reasons for Satisfaction or Otherwise of Self-employed Students with Their Work (in %)

Reason	Faculty						Total
	Arts	Commerce	Law	Engineering	Medicine	Applied Science	
1. Reasons for Satisfaction							
i. Acquire more knowledge & experience	-	-	-	20	-	-	6
ii. Independent	-	-	-	60	25	-	22
iii. Interest in the work	-	-	-	20	-	-	6
iv. Usefulness of the acquired knowledge	100	-	100	-	-	100	33
v. Earn more money	-	100	-	-	75	-	33
Total No. of students	1	3	4	5	4	1	18
2. Reasons for Dissatisfaction							
i. No proper application of acquired knowledge	-	-	-	100	-	-	40
ii. Less Income	100	-	-	-	100	-	40
iii. No Interest	-	-	100	-	-	-	20
Total No. of students	1	-	1	2	1	-	5

Table-55

Mean and SD of Income of Self-employed Students of Different Faculties (in Rupees)

Faculty	Income		Total number of students
	Mean	SD	
1.Arts	450.00	150.00	2
2.Commerce	1333.34	623.61	3
3.Law	1325.00	506.82	5
4.Engineering	2428.57	2010.48	7
5.Medicine	2200.00	596.66	5
6.Applied Science	1000.00	-	1

About the earning of these students it can be seen from Table-55 that Arts students were earning the lowest amount (Rs.450) and the Engineering and Medical students highest amount (Rs.2200 to 2428.57) among all the students. Rest of the faculties viz., Law, Commerce and Applied Science students were earning some what average i.e., Rs.1333-34, Rs.1325.00 and Rs.1000.00 respectively. The amount of earning of the self-employed students of different faculties differ because it depends on a variety of factors viz., the nature of work, capital investment, the personnel involved in the work, and the demand of such personnel in the society.

6.34 Conclusion

It can be concluded here that very low percentage of students irrespective of faculties (except Medicine and Law)

were self-employed and even in some of the faculties none of the students were found as self-employed. For the self-employment of students a number of factors interplay and affect the self-employment of students. The socio-economic background seems to play an important role for the self-employment of Commerce and Medical students. Parental influence and future plan for the Engineering and Applied Science students and for the Arts students their interest or independent out look might have played some dominant role for the self-employment. Among the Science, Education & Psychology, Fine Arts, Social Work and Home Science faculties, no student was found as self-employed. However, the self-employed students irrespective of faculties were satisfied with the nature of work they were doing and earning much more than the employed students except the Arts students.

SECTION-IV

UNEMPLOYED STUDENTS

The purpose of this section is to answer a few questions and explain some phenomenon pertaining to the unemployed students. In brief, the facultywise unemployment position of students, the determinants of unemployment, the involvement of these students in various activities and their plans are analysed and interpreted in this section.

6.4.1 Unemployment Position in Various Faculties

The unemployment problem is expected to exist among the alumni of most of the faculties in different degrees. However, it can be seen from Table-56 that out of the total number of alumni who were contacted, none from the faculties of Law, Medicine and Social Work were unemployed. It might be due to the fact that most of the students of Law faculty were already employed while studying, and for the students of Medicine and Social Work faculties the demand in job market was high. Besides this majority of the students of Medicine faculty (71%) had the plan to pursue Master degree courses in their subjects for further specialization (see Table-41). But in other faculties the percentages of students having the plan for further study were lower than Medicine faculty. Even if in some of the faculties the percentages of students having the plan for further study were large enough, majority of them could not do so because they could not get admission into those courses. Among the students of other faculties the problem of unemployment was found to be highest in the Science faculty. It is followed by Fine Arts, Education & Psychology, Arts,

Commerce, Applied Science, Engineering and Home Science faculties. It might be due to the fact that there was less demand for these personnel in the job-market or they were trying to appear in some competitive examinations and hence unemployed. Another possibility is that they might have not planned their future effectively as explained below.

Table-56

Facultywise Unemployed Students

Faculty	Total number of unemployed students	Percentage of unemployed students	Total number of students
1.Arts	8	22	37
2.Science	19	30	64
3.Commerce	10	19	52
4.Edu. & Psy.	3	25	12
5.Law	-	-	9
6.Fine Arts	2	29	7
7.Engineering	23	14	166
8.Medicine	-	-	24
9.Applied Science	3	16	19
10.Social Work	-	-	8
11.Home Science	1	7	15
Total	69	17	413

6.4.2 Future Plans of the Unemployed Students

It can be seen from Table-57 that majority of the unemployed students (total 64%) irrespective of faculties had the plan for jobs. Inspite of their plan for jobs they were unemployed which means that their plans were ineffective. However, 50% of the unemployed students of Commerce faculty (see Table-58) were not having any speficic

Table-57

Future Plans of the Unemployed Students Before the Completion of Their Study : Facultywise (in %)

Faculty	Future Plans				Total
	Job	Further study	Any other	Unplanned	
1.Arts	50	38	12	-	100(8)
2.Science	63	26	11	-	100(19)
3.Commerce	40	30	20	10	100(10)
4.Edu. & Psy.	67	33	-	-	100(3)
5.Fine Arts	50	50	-	-	100(2)
6.Engineering	87	13	-	-	100(23)
7.Applied Science	33	33	34	-	100(3)
8.Home Science	-	-	-	100	100(1)
Total	64	25	7	4	100(69)

Note : Figures within the parentheses indicate the total number of students.

plan and probably due to that they were unemployed. A large majority of the students who had the plan for further study in all the faculties also remain unemployed because they could not get admission into those courses. It was mainly due to ineffective planning by the students. It can be observed from Table-58 that 41% of the total number of unemployed students were having the plan for job or study which were not appropriate to their qualifications or were not specific about the required qualifications and this phenomenon was found in all the faculties except Fine Arts and Home Science. It might also be due to fact that all these students (except of Fine Arts, Applied Science and Home Science) had the plans for job or

Table-58

Future Plans of the Unemployed Students and Appropriateness of their Educational Qualifications : Facultywise (in %) :

Faculty	Educational Qualification & Planned Jobs		Total
	Appropriate	Inappropriate/ Not specific	
1.Arts	50	50	100(8)
2.Science	58	42	100(19)
3.Commerce	50	50	100(10)
4.Edu. & Psy.	33	67	100(3)
5.Fine Arts	100	-	100(2)
6.Engineering	70	30	100(23)
7.Applied Science	33	67	100(3)
8.Home Science	100	-	100(1)
Total	59	41	100(69)

Note: Figures within the parentheses indicate total number of students.

Table-59

Reasons to Take up Job or Pursue Further Study after the Completion of Study by the Unemployed Students : Facultywise (in %)

Faculty	Reason						Total
	Money	Job prospective	Interest	Independent	Knowledge	Not specific	
1.Arts	37	37	13	13	-		100(8)
2.Science	42	26	16	-	10	6	100(19)
3.Commerce	20	20	30	-	-	30	100(10)
4.Edu. & Psy.	33	33	-	-	-	34	100(3)
5.Fine Arts	-	-	50	-	50	-	100(2)
6.Engineering	48	17	-	13	17	5	100(23)
7.Applied Science	-	-	33	-	-	67	100(3)
8.Home Science	-	-	-	100	-	-	100(1)
Total	36	22	13	7	10	12	100(69)

Note : Figures within the parentheses show the total number of students.

study mainly because they want to earn money or for the job prospective which the further study was having (see Table-59) rather than having any inclination or interest for such a plan. Besides this 12% of the students were not specific about the reasons for which they have planned for job or study. Of course there are also certain other factors like socio-economic background, past academic achievement and final examination results of the students which might have played some roles in determining the placement of students. Some of them are discussed in what follows.

6.4.3 Socio-Economic Background and Academic Performance of Unemployed Students

The means and SDs of Socio-Economic background and academic performance of unemployed students and students who were employed, self-employed or studying further (given in Table-32, 33 and 34) in a comparative perspective reveal that the unemployed students of Arts, Science, Commerce and Engineering faculties were having low socio-economic background, low HSC/XII Std. examination results and low academic performance at their final examinations than their classmates who were employed, self-employed or studying further. It means that the low socio-economic background and low academic achievement at HSC/XII Std. and final examinations are the main factors of the unemployment problem of these students. In rest of the faculties also the unemployed students had nominally low academic achievement in their HSC/XII Std. and final examinations than their classmates who were employed self-employed or studying further (except the students of Home Science, Fine Arts and Education & Psychology faculties where the unemployed students had better academic achievement at HSC/XII Std.). The socio-economic background of the unemployed students of Fine Arts and Education & Psychology faculties were higher than their employed classmates. However, it can be said that since the unemployed students of Home Science, Fine Arts, and Education & Psychology faculties were female and mostly involved in household works, they might not be interested in taking up any job and hence unemployed. So there is no reason to believe that socio-economic background is the determinent of unemployment problem of the students of Home Science, Education & Psychology and Fine Arts faculties. Regarding the unemployed Applied Science students it can be seen from Table 32, 33 and 34 that they were having low

academic achievement at both HSC/XII Std. and final examinations but had high socio-economic background in comparison to their employed class-mates. It can also be seen from Table-58 and 59 that they were not specific(67%) about the required qualifications for their planned job or study. So it can be said that low academic achievement at HSC/XII Std. and final examinations, and ineffective future plans rather than socio-economic background were the main determinants of unemployment for the Applied Science students.

6.4.4 Plans and Temporary Engagement of the Unemployed Students

The students who were unemployed till six months after completing their studies have passed their time in various ways. It can be seen from Table-60 that majority of the students of Arts, Education & Psychology and Home Science

Table-60

Temporary Engagements of the Unemployed Students: Facultywise (in %)

Faculty	Engagement		Total
	Search jobs/ trying to appear in competetive exam./employed temporarily	Involved in household works	
1.Arts	25	75	100(8)
2.Science	59	41	100(9)
3.Commerce	100	-	100(10)
4.Edu. & Psy.	33	67	100(3)
5.Fine Arts	50	50	100(2)
6.Engineering	87	13	100(23)
7.Applied Science	67	33	100(3)
8.Home Science	-	100	100(1)
Total	68	32	100(69

Note: Figures within the parentheses show the total number of students.

faculties were involved in household work. But large majority of the unemployed Science, Commerce, Engineering and Applied Science students and 50% of Fine Arts students were searching jobs, trying to appear in some competetive examinations or employed temporarily. However, the total picture revealed by Table-60 is that majority of the unemployed students (68%) were in search of jobs or trying to appear in some competetive examinations and employed temporarily. About one-third of the unemployed students were involved in household work.

Table-61

Unemployed Students Seeking Different Jobs: Facultywise (in %)

Faculty	Job						Total
	Clerk or Bank P.O.	Tea-cher	Rese-arch/ Scie-ntist	Com-puter Oper-ator	Engi-neer/ Super-visor of Mills	Not seek-ing any job	
1.Arts	50	12	13	-	-	25	100(8)
2.Science	11	-	37	26	5	21	100(19)
3.Commerce	70	-	-	-	-	30	100(10)
4.Edu. & Psy.	-	33	-	-	-	67	100(3)
5.Fine Arts	-	50	-	-	-	50	100(2)
6.Engineering	-	-	-	-	100	-	100(23)
7.Applied Science	34	-	33	33	-	-	100(3)
8.Home Science	-	100	-	-	-	-	100(1)
Total	20 (14)	6 (4)	13 (9)	9 (6)	35 (24)	17 (12)	100 (69)

Note: Figures within the parentheses indicate the total number of students.

It has been mentioned above that a large majority of the unemployed students were in search of jobs of their choice or trying to appear in competetive examinations. It can be seen from Table-61 that among the unemployed students of various faculties the students of Commerce and Arts faculties were in search of clerical/bank probationary officer jobs. In case of the unemployed students of Science faculty, majority of them were in search of the post of Researcher or Scientist whereas the Engineering students were in search of Engineering posts. But majority of Education & Psychology and 50% of Fine Arts students were not searching any job. However, an examination of the educational qualifications and jobs sought for by students reveals that 83% of the unemployed students were looking for jobs which were appropriate to their educational qualifications.

There was another category of unemployed students who were trying to appear in some competetive examinations. It can be seen from Table-62 that majority of the Engineering and

Table-62

Unemployed Students Trying to Appear in Some Competetive Examination : Facultywise (in %)

Faculty	Competetive Examinations					Total
	Administrative	Company Services	Clerical	Any other	Not appearing	
1.Arts	12	-	13	-	75	100(8)
2.Science	-	21	16	26	37	100(19)
3.Commerce	-	-	80	-	20	100(10)
4.Edu. & Psy.	-	-	-	-	100	100(3)
5.Fine Arts	-	-	-	-	100	100(2)
6.Engineering	4	48	4	-	44	100(23)
7.Applied Science	-	33	34	-	33	100(3)
8.Home Science	-	-	-	-	100	100(1)
Total	3 (2)	23 (16)	21 (14)	7 (5)	46 (32)	100 (69)

Note : Figures within the parentheses show the total number of students.

Table-63

Further Plan of Unemployed Students if no Job will be Available Shortly : Facultywise (in %)

Faculty	Plans				Total
	Study further	Prepare for competetive exam.	Do something of own	No plan	
1.Arts	26	37	-	37	100(8)
2.Science	31	11	5	53	100(19)
3.Commerce	40	-	-	60	100(10)
4.Edu. & Psy.	34	-	33	33	100(3)
5.Fine Arts	100	-	-	-	100(2)
6.Engineering	22	17	26	35	100(23)
7.Applied Science	-	-	-	100	100(3)
8.Home Science	1	-	-	-	100(19)
Total	30 (21)	13 (9)	12 (8)	45 (31)	100 (69)

Note : Figures within the parentheses indicate the total number of students.

some of the Science and Applied Science students were trying to appear in some tests of company service selection. But a large majority of Arts, Education & Psychology, Fine Arts and Home Science students were not trying for any competetive examination. It might be because they were trying to get some teaching or clerical jobs and involved in household work but the unemployed Engineering, Science and Applied Science students want jobs in some company. Majority of the unemployed students in all the faculties except of Fine Arts and Home Science (see Table-63) were having no further plan if job were not available within few months. It might be because they were expecting to get some jobs soon. However, majority of those who had some plans was mainly for further study. This

of course is the tendency of most of the Indian students, (Parvathamma 1984). It was perhaps due to the fact that the unemployed students want to have some stop gap arrangement till they get a job than to remain idle.

6.4.5 Conclusion

It can be concluded here that unemployment problem does not exist among the students of Law, Social Work and Medical faculties. Among other faculties' students it was more acutely felt in Science, Fine Arts, Education & Psychology, Arts and Commerce faculties than Engineering, Applied Science and Home Science Faculties. For the students of Arts, Science, Commerce, and Engineering low academic achievement at HSC/XII Std. and final examinations and low socio-economic background were the determinants of unemployment. In case of Education & Psychology, Fine Arts and Home Science students, the determinants of unemployment were low academic achievement at the final examinations and ineffective future plans rather than the socio-economic background or HSC results. For the unemployed Applied Science students, low academic achievement at HSC/XII Std. and final examination and ineffective future plans were the determinants of their unemployment. The unemployed students of all the faculties except of Home Science and Arts were trying to appear in some competetive examinations or searching jobs appropriate to their educational qualifications. But if no job would forthcoming soon, a large majority had the plan to study further. A few others were not having any plan. It might be due to the fact that they were expecting to get some jobs very soon or were engaged in some works.

SECTION-V

STUDENTS ENGAGED IN SOME MISCELLANEOUS WORK

There were few students who were not employed, self-employed, studying further or even consider themselves as unemployed. Such students were found one each in the faculties of Science, Commerce, Engineering, Applied Science and Home Science. However, Table-64 and 65 reveal that the students of Commerce, Applied Science and Home Science got married and due to that they could not go for further study or employment. Similarly the student of Science faculty was waiting for her result which was withheld and the Engineering student was preparing for TOFEL examination and hence could not continue any further study or took any job. However, all these students had either the plan to continue further study or to take up any job and in spite of that they could not do so.

Table-64

Involvement of Students who were engaged in miscellaneous work After the Completion of Study Last Year: Facultywise

(in %)

Faculty	Involvement of Students			Total
	Marriage	Waiting for for Examination Result	Preparing for TOFEL	
1.Science	-	100	-	100(1)
2.Commerce	100	-	-	100(1)
3.Engineering	-	-	100	100(1)
4.Applied Science	100	-	-	100(1)
5.Home Science	100	-	-	100(1)
Total	60	20	20	100(5)

Note : Figures within the parentheses indicate the total number of students.

Table-65

Reasons of not Studying Further or Employed by Students engaged in Miscellaneous Work:Facultywise
(in %)

Faculty	Reasons of not Studying or Employed			Total
	Could not get admission	Got married	Result withheld	
1.Science	-	-	100	100(1)
2.Commerce	-	100	-	100(1)
3.Engineering	100	-	-	100(1)
4.Applied Science	-	100	-	100(1)
5.Home Science	-	100	-	100(1)
Total	20	60	20	100(5)

An examination of Table-32, 33 and 34 reveal that except the students engaged in some miscellaneous work of Home Science faculty, students of other faculties who were doing some miscellaneous work had low academic performance at HSC/XII Std. and final examination than their classmates; employed, self-employed, unemployed or studying further. But the Home Science student had high academic performance at HSC/XII Std. and final examination. These students irrespective of faculties were having high socio-economic background. Another fact was that all those students doing miscellaneous work were female and majority of them got married. Of course all these students had either the plan for job or study. It can be deduced from the above presented data that due to the high socio-economic background, the students might not have been pressurised by financial troubles to take up job or pursue further study which was also obstructed by marriage or withheld of the result. They have also not tried to seek

admission even if some of them had the plan for further study. However, it can be concluded that the factor marriage for the Commerce, Applied Science, and Home Science students and withheld of the result and ineffective future plan for Science and Engineering students respectively play important role for their engagement in some miscellaneous work than job, study further or self-employment. Of course the role of other factors viz., academic performance and socio-economic background cannot be discarded. However, majority of these students (60%) had the plan to continue further study and some other students (40%) had the plan to start doing some work of their own.

6.5 Conclusion

The analysis and interpretation of data regarding the students doing some miscellaneous work can be concluded here that majority of these students did not study further or employed due to their marriage or admission problem. However, it was argued that since these students were female and belong to high income group they might, not have tried properly to get a job and therefore doing some miscellaneous work. It was found that after six months of their completion of study these students had the plan to start doing something like further study.

=====

===

=