



On-The-Job Training Under Nep-2020: Readiness And Expectations Of Commerce Undergraduates

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Abstract: This study explores the readiness and expectations of undergraduate commerce students regarding On-the-Job Training (OJT) under NEP2-2020 in Suburban Mumbai. The study uses a descriptive research design and data is collected from 64 respondents using a structured questionnaire. The study examines awareness, preparedness and expectations from OJT. Findings of the study reveal that commerce undergraduate students have moderate readiness for OJT. They have limited prior exposure to internships. They expect skill development from OJT and want placement near their area.

1. INTRODUCTION

The National Educational Policy (NEP) 2020 emphasizes skill development and experiential learning. Therefore, On-The-Job Training (OJT) is made an integral component for undergraduate and post-graduate courses. OJT bridges the gap between academic knowledge and practical work experience. OJT plays a crucial role in preparing students for a real-world environment by allowing them to apply theoretical concepts learnt in the classroom in practical settings.

OJT helps to develop essential skills like communication, time management and importantly, problem solving. It also enhances the future employability of the students, builds confidence among them and provides them exposure to professional culture.

OJT aims at holistic development and a smooth transition from campus to corporate.

2. REVIEW OF LITERATURE

Thakur Et al. (2024) found that both internships and OJT significantly improve the technical and soft skills of the students, ultimately making them career-ready. Hands-on experience leads to better employability and industry adaptability.

Galbraith and Mondal (2020) analysed the internship experience of business students and revealed that internship significantly enhances career readiness, real-world skills and employment outcomes. The majority of the students in the study received full-time job offers. Students expressed satisfaction with hands-on exposure, career clarity and networking gained.

Santelices (2024) found that most of the students excelled in personal attitude, work-related skills and human relations abilities. However, the study also pointed out that students still needed improvement in their time management and technical skills.

Nguyen and Van (2023) found that the OJT programs had a positive impact on professional development, personal growth and professional skills. Notably, improvements were seen in teamwork, time management and social relationships. While students appreciated the academic credits and career advancement opportunities, lack of recognition and awards from companies during OJT negatively affected student motivation and satisfaction.

Gupta et al. (2020) also affirmed the effectiveness of OJT, stating that it enhances personal and professional skills like communication and decision-making. The study underscored the value of OJT in fostering practical learning and job readiness.

3. RESEARCH GAP

Existing studies highlight the benefits of internships and OJT, which enhance the skills and employability of the students. There is limited research that focuses on commerce undergraduates' readiness and expectations in the context of NEP-2020. There is a gap in understanding how prepared students are for OJT and what they expect from their college and company where they intend to do their OJT.

4. OBJECTIVES OF THE STUDY

- 1) To assess the readiness of undergraduate commerce students for on-the-job training (OJT)
- 2) To identify the expectations of undergraduate commerce students from on-the-job training (OJT) about college initiatives and OJT working conditions.

5. RESEARCH METHODOLOGY

5.1 Research Design:

This study adopts a descriptive research design to assess the readiness and expectations of commerce undergraduate students regarding OJT under NEP-2020 .

5.2 Study Area:

Suburb area of Mumbai (Borivali to Andheri)

5.3 Population under study:

The study targets undergraduate commerce students from affiliated colleges (University of Mumbai).

5.4 Sampling Method and Sample Size:

A convenient sampling method is used to select the participants. The sample size is 100 students.

5.5 Data Collection Methods:

Primary data is gathered through a structured questionnaire consisting of closed-ended and open-ended questions. Secondary data is sourced from research papers and online resources.

5.6 Data Analysis:

Data is presented using tables and charts. A chi-square test is applied to test hypotheses.

6. DATA ANALYSIS AND FINDING OF THE STUDY

Table 6.1 – Gender of the respondents

PARTICULARS	COUNT
Female	42
Male	22

The data shows that out of 64 participants, 42 are female and 22 are male.

Source: Primary Data

Table 6.2 – Awareness about OJT component under NEP-2020?

PARTICULARS	COUNT
Yes	30
No	16
Somewhat	18

Source: Primary Data

Out of 64 respondents, 30 (46.9%) are aware of the OJT component under NEP-2020, while 16 (25%) are not and 18 (28.1%) are somewhat aware. This indicates a need for greater awareness.

Table 6.3 – Preparedness for participate in on-the-job training

PARTICULARS	COUNT
Very prepared	14
Somewhat prepared	32
Not prepared	18

Source: Primary Data

The table shows that out of 64 respondents, 21.9% feel very prepared, 50% somewhat prepared and 28.1% not prepared for OJT. This suggests a moderate level of readiness.

Table 6.4 – Participated in any internships, training, or work experience before

PARTICULARS	COUNT
Yes	24
No	40

Source: Primary Data

The data shows that out of 64 respondents, only 37.5% have participated in internships, training or work experience, while 62.5% have not. This indicates limited prior exposure to practical work among the participants.

Table 6.5 – Support or training do you feel you need before starting OJT

PARTICULARS	COUNT
Communication skills	28
Interview preparation	14
Resume building	12
Time management	10

Source: Primary Data

The data indicates that among those 64 respondents, the most needed support before starting OJT is communication skills (43.8%), followed by interview preparedness (21.9%), resume building (18.8%), and time management (15.6%).

Table 6.6 – Expectations from OJT

PARTICULARS	COUNT
Academic credits	4
Better job opportunities	4
Earning while learning	16
Helping family members earn money	2
Practical work experience	6
Skill development	32

Source: Primary Data

The data reveals that the top expectation from OJT among respondents is skill development (50%), followed by earning while learning (25%) and Practical work experience (9.4%). Fewer participants expect academic credits, better job opportunities or financial help for family.

Table 6.7 – Type of work would you prefer during OJT

PARTICULARS	COUNT
Office-based	30
Field work	6
Remote/Online	10
Any type	18

Source: Primary Data

The data shows that 46.9% of respondents prefer office-based work during OJT, while 9.4% prefer fieldwork, 15.6% prefer remote/online work and 28.1% are open to any type of work. This shows a strong preference for office-based work.

Table 6.8 – Kind of organizations do you expect to be placed in for OJT

PARTICULARS	COUNT
Corporates	20
Government offices	18
NGOs	2
Startups	8
Any	16

Source: Primary Data

The data indicates that 31.3% of respondents expect to be placed in corporate organizations for OJT, followed by 28.1% preferring government offices. A smaller portion prefers startups (12.5%), NGOs (3.1%), while 25% are open to any type of organization.

Table 6.9 – Your preferred location for OJT

PARTICULARS	COUNT
Far from my area	6
Near my area	42
Online / Remote	6
Anywhere	10

Source: Primary Data

The data shows that 65.6% of respondents prefer OJT near their area, 9.4% each prefer remote/online or location far from their area and 15.6% are open to place anywhere for OJT. This reflects a strong preference for local opportunities.

7. HYPOTHESIS TESTING

H₀ = There is no significant relationship between gender and preparedness to participate in on-the-job training

7.1 Chi-square Contingency Table Test for Independence

		Not prepared	Somewhat prepared	Very prepared	Total
Female	Observed	12	22	8	42
	Expected	11.81	21.00	9.19	42.00
	% of chisq	0.5%	8.0%	25.9%	34.4%
Male	Observed	6	10	6	22
	Expected	6.19	11.00	4.81	22.00
	% of chisq	1.0%	15.3%	49.4%	65.6%
Total	Observed	18	32	14	64
	Expected	18.00	32.00	14.00	64.00
	% of chisq	1.5%	23.3%	75.2%	100.0%
		.59	chi-square		
		2	df		
		.7432	p-value		

The chi-square test results ($\chi^2 = 0.59$, $df = 2$, $p = 0.7432$) indicate no significant relationship between gender and preparedness to participate in on-the-job training. Since the p-value is greater than 0.05, the null hypothesis is not rejected, confirming that gender does not significantly influence the level of preparedness for OJT. Both male and female respondents show similar distribution across “Very prepared”, “Somewhat prepared” and “Not prepared” categories. It suggests that perceived readiness for OJT is independent of gender.

H_0 = There is no significant relationship between gender and expectation from on-the-job training

7.2 Chi-square Contingency Table Test for Independence

		Female	Male	Total
Academic credits	Observed	0	4	4
	Expected	2.63	1.38	4.00
	% of chisq	18.6%	35.5%	54.0%
Better job opportunities	Observed	4	0	4
	Expected	2.63	1.38	4.00
	% of chisq	5.1%	9.7%	14.8%
Earning while learning	Observed	10	6	16
	Expected	10.50	5.50	16.00
	% of chisq	0.2%	0.3%	0.5%
Helping family members to earn money	Observed	2	0	2
	Expected	1.31	0.69	2.00
	% of chisq	2.5%	4.9%	7.4%
Practical work experience	Observed	6	0	6
	Expected	3.94	2.06	6.00
	% of chisq	7.6%	14.6%	22.2%
Skill development	Observed	20	12	32
	Expected	21.00	11.00	32.00
	% of chisq	0.3%	0.6%	1.0%
Total	Observed	42	22	64
	Expected	42.00	22.00	64.00
	% of chisq	34.4%	65.6%	100.0%
		14.13	chi-square	
		5	df	
		.0148	p-value	

The chi-square test results ($\chi^2 = 14.13$, $df = 5$, $p = 0.0148$) indicate a statistically significant relationship between gender and expectation from on-the-job training. Since the p-value is less than 0.05, the null hypothesis is rejected, suggesting that male and female respondents have different expectations from OJT. i.e. males were more likely to expect academic credits and practical work experience, while females showed higher expectations for skill development and earning while learning.

8. LIMITATIONS OF THE STUDY

- 1) The study is limited to the Mumbai suburban area.
- 2) The sample size of 64 may not fully represent the entire population.

9. CONCLUSION

The study concludes that undergraduate commerce students have moderate awareness about the OJT component under NEP-2020. Most of the students are somewhat prepared for OJT. Many have not done an internship or job training before this. Students mostly need support from the college in communication skills. They prefer local office-based OJT in the corporate or government sector.

The result of the hypothesis reveals that gender does not affect preparedness for OJT, i.e., both male and female students show a similar level of preparedness, which is somewhat prepared. But gender significantly influences expectations from OJT, i.e. males were more likely to expect academic credits and practical work experience, while females showed higher expectations for skill development and earning while learning

10. REFERENCES

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