5. CONCLUSION

5.1 SUGGESTIONS OF THE STUDY

5.1.1 Private Self-Financing Engineering Colleges

- It is found that group A and group B students need further improvements in the infrastructural facilities offered by their respective educational institutions. It is suggested that the institutions should focus more on improving their facilities such as providing latest equipments in the lab, employing faculty having inclination towards research and development, offering wi-fi facility and so on.

- For group B students, the moderating effect of the variable ‘teaching’ does not strengthen the relationship between the independent variables (knowledge, physical ability, mental ability) and the dependent variable (self confidence). Therefore the teaching method used should be very clear and develop interest among average students in their studies. The lecture delivered must encourage students to actively interact with teachers in the class.

- Group B students feel that the training need assessment should be meticulously carried out by the placement cell. It is suggested that the training programme should mainly focus in developing those competencies that are expected the most by the industries.

- Group A students feel that theoretical teaching should be linked to the practical work environment as it would facilitate better understanding of the subject. The mean score was found to be low in this regard. The study recommends teachers to give more real life practical examples during class room sessions.
• ‘Culture’ as a moderator variable is not found to strengthen the relationship between independent variables (employability skills, personal attributes, physical ability) and dependent variable for group B students. It is suggested that the institutions should follow a culture wherein the teachers take more interest in the wellbeing of their students. They should be able to provide them complete academic support and treat all of them equally.

5.1.2 Private Deemed Universities

• Group B students are found to possess poor KSA. Hence it is strongly recommended that the training and development can arrange one to one career counseling to students with poor attitude towards their academics and career. Their academic interest should be identified through proper counselling and provision should be made for them to opt any courses and electives of their choice.

• In findings it is highlighted that under majority of relationships, moderator variables (TTIC) does not strengthen the relationship between independent variables (KSA) and dependent variable (SC) for group B students. These students can be put together in a class and trained specially as per their requirements.

• Group A and group B students feel that the alumni-student interaction should be strengthened. Experience sharing by the alumni needs to be facilitated at regular intervals to keep the current students updated of the latest requirements of job market.
5.1.3 Engineering Students – Group A and Group B

- Possessing knowledge, skills and ability is considered to be very essential to prove one’s competency in the job market. Self-introspection by every student leading to self-realization may help them to identify their incompetency and facilitate behavioral modification.

- Group B students must take interest in developing their knowledge by reading more number of text books, journals, magazines and encyclopedia related to their area of specialization.

- Self-practice by individual student to enhance their English language skills is strongly suggested for group A and group B students. Reading newspapers, listening to English vocal lectures in the internet and interacting in English with teachers and friends would help in improving their communication and listening skills.

- Participation in outdoor games is recommended for all the students. It could facilitate one’s self to have good posture, listen the class actively and carry out day to day assignments briskly.

- Group B students could practice yoga/meditation to concentrate in their studies without any distractions and be mentally stable.

5.1.4 Educational Institutions – PSFEC and PDU

- The placement cell could concentrate more on personality transformation and communication skill enhancement of students.
• More attention should be given to group B students.

• The students should be allowed to voice out genuine grievance to the faculty handling subjects in order to initiate positive change.

• The students should be well explained about the evaluation process and the academic expectations since it occupies an important role in finding placements.

• The institutions should have a proper video conferencing facility such that interaction with faculty belonging to other institutions across the globe becomes feasible through which the teaching-learning process could be enhanced.

• Students should be constantly involved in skill enhancement activities such as group discussions, case analysis and mock interviews. The employability status of students can be improved by providing aptitude test throughout all semesters.

5.2 CONCLUSION

The present study helps in understanding the perception of group A and group B students of Private Self-Financing Engineering Colleges and Private Deemed Universities towards the level of knowledge, skills and ability they possess. Further, the extent to which these variables correlate with the dependent variable proves a strong positive relationship between the independent variables and the dependent variable, self confidence. The perceived opinion of these students with regard to the institutional facilities existing in their respective educational institution in terms of teaching, training, infrastructure and culture is also identified. Its relationship with the dependent variable also proves to be positively strong. The multiple regression analyses prove that independent variables contribute to the dependent variable differently for both the types of educational institutions. Gender wise difference is also noticed. The study reveals that the
independent variables (knowledge, skills, ability) and the moderator variables (teaching, training, infrastructure, culture) play a major role in strengthening the self confidence level of an individual student in getting placed. The results show that the students with high level of self confidence have good placement records. The self confidence is attributed to the possession of high level of knowledge, skills and ability. The research confirms the fact that there is strong association between independent variables, dependent variable and placement status. The study further builds an understanding of the perception of HR professionals regarding the personal qualities possessed by the graduates belonging to PSFEC and PDU. The identified top ten personal qualities by the HR professionals would facilitate graduates to work in the expected direction.

Based on the overall findings of the study it is suggested that each and every individual student should take effort to develop the competencies that are required to gain employment and be successful in their chosen profession. The universities and colleges should take enormous initiative to develop the knowledge, skills and ability (KSA) of their students so as to make them more employable. The quality of institutional factors such as teaching, training, infrastructure and culture should be enhanced by the educational institutions to trigger career growth of students.