In a situation of worldwide financial recession, India has not experienced undue decrease in its growth of economy. Certain authorities have attributed this consistency in economic growth to our highly competitive technically qualified manpower. Though we still remain in the category of developing nations, however, our manpower is considered capable enough for performing effectively and is suitably qualified. The analysis conducted in preceding chapter indicates many gaps in the proper training of the technical manpower and consequently in suitable placement. Serious considerations towards the actual requirement were found lacking in the geographical locational factor of opening the new institutions. Ulterior /extraneous/populist considerations are given more weightage than the need-based location of the institutions. Proper planning, innovativeness and enterprise is also lacking in the establishment of the infrastructure and, thus, the industry-institute relationship remains superficial and ceremonial only. Apart this, suitable and sufficient staff is also not provided to the institutions and most of the faculty is not aware of the latest instructional and technical advancements in their respective disciplines due to the lack of incentives or because of personal handicaps. Though, the curriculum is expected to match the advancements but it has been observed that the changes are not made at the desired level and only certain additions and substitutions are effected during the review. Autonomy
at the institution level is merely suggested at academic level but in fact, the management at the institution level remains under constraints and restraints from the superior offices. Thus, neither the financial autonomy nor the authority of action lies at the level of management of institution. The system of checks and balances keeps the faculty of the institution busy in activities other than purely academic. The institutions are expected to perform only limited financial budgetary provisions providing meagerly for the salaries. The limited provisions of finances at the institution level are not allowed to be incurred unrestrained from the administrative authorities. Though, almost all the institutions are expected to maintain a Training and Placement Cell but their role has been just nominal in their actual field both in training as well as placement of the students. Undoubtedly, all these factors play a vital role in the placement of the students as they are mutually effecting each other and are of equal importance but have been segregated here only for the purpose of the analysis.

Technical Education Department in Haryana has numerically maintained pace with its industrialization. The industry has developed at a rapid pace; so has taken place in the growth of technical institutions but the survey has indicated that the centres of industry are concentrated only at two or three districts and even the location of the new polytechnics has not been made in the proximity of the industries located in these centres. For example, Gurgaon is sought to be
developed into a global township for industries but it does not have the support of technical institution as yet. There is only one government institution and that too stagnates at the starting level even after a very long time. Similarly, the technical institutions in Faridabad District are also not suitably located and have been rendered gender-biased. And, thus, locational consideration of the technical institutes in Haryana is very important factor that undermines the importance of the placement of the participants of polytechnics.

Infrastructure of an institution is not absolutely a student-based element it is also a faculty-oriented factor. The analysis of the survey has indicated adequate availability of infrastructure in almost all the institutions but it has not been put to the optimum use either because of the non-availability of teaching and supportive staff or due to the non-availability of funds to operate it. It has also been seen that qualified staff is also not available in the institutions to utilize the latest equipment and consequently proper training of the students is also suffering. In nutshell, it could be stated that the infrastructure available in institutions remains idle mostly due to lack of staff and its competency.

As pointed out above, the shortage of the teaching and non-teaching staff is a chronic problem in almost all technical institutions of Haryana and to cover these deficiencies the short-cut methods like contractual appointments have been employed by the Government which has led to numerous
defects like most of such teachers remain unmotivated and unqualified as the Indian social system is still not ready for effecting the contractual way of employment and on the other hand non-existent alternative means of employment keeps such people dissatisfied leading to under-performance.

A very important consequence of the shortage of faculty at polytechnic level is that its development and awareness of the latest technology and instructional techniques also remains inadequate. Due to insufficient quantity, even the regular teachers are deprived of the quality improvement programmes. Moreover, when some teachers are to be put on quality improvement programmes, their substitutes are not available to shoulder their responsibilities. No doubt, a contractual teacher could be gradually developed and motivated for teaching, but the basic problem is the non-availability of sincere, committed and dedicated person who could be deployed for teaching purpose.

Curriculum at polytechnic level stagnates as a consequence of the non-availability of well-developed and adequate teaching faculty. Earlier the curriculum used to be designed by the external agencies but since the establishment of Technical Teachers Training Institutes, it has been tried that the faculty of polytechnic should be developed for the purpose. Though the results of this exercise have been satisfactory but still the curriculum is not commensurate with the pace of the technological developments and only white-washing operations and substitutions are being effected. For example, lot of development
has taken place in the electronic media and the curriculum has also been revised accordingly but the infrastructure for the changed curriculum has not been developed in polytechnics due to shortage of funds and, thus, the practical exposure could not be given to the students. It has also been observed that the consumer of the polytechnic product is rarely involved in the curriculum design and development and this non-involvement of industry or the ultimate user generates an indifferent attitude towards the polytechnic products. Therefore, if mutual interaction between industry and institutions is promoted effectively, both are equally benefited.

As the State Government is the only or major funding agency, the financial position of institutions is far from being satisfactory either because of the will of the Government or due to the real financial crunch. Alternative ways and means of financing these technical institutions have not yet emerged and as a result the financial hardship is always faced by the institutions. It has also been observed that the finances at the disposal of the institute remain crudely utilized due to certain factors of checks and balances of the rules.

Our analysis in the preceding chapter indicates perfect harmony and coordination between the heads of the institution and heads of various branches and the faculty members on account of various administrative support but the fact remains that while responding to the statements pertaining to the administrative support obtained from the various sections of the institution to conduct all the
activities, the respondents have been intelligent enough in manipulating or hiding the realities. In fact, our observations based on private discussions with respondents confirmed that due to the local factor and relations with Heads of Institutions, Heads of Departments and supportive staff no body wants to come out with the facts of prevalent truth. It has also been observed that Heads of Departments of various trades have got no autonomy for the day to day work of department. Every time they have to get permission/sanction from the Principal for spending even a single penny for the purchase of consumable material to be used in the labs/workshops for the smooth training of the students. It has also been observed that even he cannot change the timetable without the permission of the Principal and, thus, all activities are Principal-oriented. Inspite of the best intentions of the authorities, Training and Placement Cells in the institutions have not given satisfactory results as yet. The response to the question regarding the working and performance of Training and Placement Cells gives a very unpleasant picture of the attainments. Although the Department of Technical Education, Haryana has established Training and Placement Cells in the polytechnics as well as at Directorate level and has envisaged a significant role for them in the training and placement of the students as well as teachers, but it has been observed that the cells enjoy little operational freedom. The officers of the cells are mostly the teachers without any temperament or training vis-à-vis the nature of the specialized job expected to be performed by them. Their position is
interchangeable with the teaching job and as such, they are hardly able to fit in the
grove. Secondly, the cells have not been provided with the sufficient
infrastructure and supporting staff. The Training and Placement Officer is
expected to work alone as well as empty handed under the control of the Principal
of the institution that is too instead of co-ordination with the relationship of
subordination. The Training and Placement Officer is utilized for the jobs which
are not done by others. He is supposed to be a sort of jack of all trades. As such,
he is not provided with any functional or financial autonomy. In fact, for proper
placement of students the emphasis of these cells should have been on proper skill
development, entrepreneurship and final placement of the students. It can also be
inferred that the Training and Placement cells maintain a low link with the outside
world whereas these are required to be highly interactive with the corporate sector
for the proper placement of the product of polytechnics and, thus, on account of
placement these cells are almost non-existent entity.

On the other hand, for giving freedom/autonomy to Training and
Placement Officer, Principals disclosed that due to shortage of faculty and
supportive staff in the institution they have to assign additional duties to the TPO
and the vehicle meant for training and placement remains requisitioned most of
the time with the district administration
In 1973, the Apprenticeship Act was passed and it then become incumbent on industry to provide apprenticeship placement upto one year for students passing out from technical institutions at both the degree and diploma level. However, only 15 – 20 per cent of the passouts from technical institutions are able to take such training. From the analysis it has been observed that the number of industries which can offer appropriate training, the location of technical institutions vis-à-vis centres of industrial development and resistance to mobility between geographical regions are some of the factors that inhibit apprenticeship training opportunities.

The analysis also disclosed that earlier supervisory post in the government organizations like PWD, Irrigation etc. had the requirement of diploma level personnel. Now, number of jobs in these departments is shrinking. Moreover, due to the existence of engineering colleges polytechnic pass-outs are required to compete with the products of these engineering colleges particularly operating in the state of Haryana.
RECOMMENDATIONS

It has been observed that often the solutions, suggestions and the plans to resolve the problems of placement of the polytechnic product have been symptomatic only. The root cause has been sidelined or over-sighted mostly because of the theoretical approaches without making any in-depth practical investigation. Since the premises were mostly of the theoretical nature, therefore, the solution could not be practically applicable and, thus, the problem instead of receding it has increased. Finding fault with the global recession and pointing out corruption and favoritism as the causes of unemployment can not lead to any viable solution as important causes lie essentially somewhere else. In the earlier part of this chapter a detailed analysis has been made to know the actual causes of the problem and the solutions too should proceed forth from the causes. The core causes elaborated earlier need to be enumerated once again. Mainly these causes are related to geographical location of the institutions, use of available infrastructure, perennial shortage of staff and its poor quality and competency, obsolete curriculum, failure of training and placement cell, financial constraints and restraints and misdirected administration. These factors need to be given serious considerations for the effective placement of the polytechnic product.

As analysed earlier, the location of the polytechnics in the proximity of industry and commercial organizations may enhance the chances of better placement and, therefore, the aspect of the geographical location of a
polytechnic must be given top priority while taking decision to set up new technical institutes. Many institutions have been started at places where the viability of courses conducted by these institutions has been very low. The staff made to work at such places, generally remained disgruntled and fails to deliver the best and even the students remain absent from the classes to a large extent. As such, motivation lacks both on the part of teacher and taught. The locational factor has also led to imbalanced growth of polytechnics in the state and, therefore, populist considerations have to be avoided and need based aspect should be given more weightage in the setting up of the polytechnics.

Though, the basic infrastructure may be provided at the starting level of the institutions but this also requires revision and up gradation from time to time. More than the provision, the utilization of the infrastructure is required to be made more effective and to achieve this, the students are expected to be motivated to the level of eager belongingness to the infrastructure so that they are actually remain keen to handle the apparatus, the machinery and work on the equipment available in the institutions. Limited commercialization of infrastructure can lead to healthy motivation and competition among the students. However, the academia should not be put to revenue generation as an end in itself and the objective should still remain training oriented. The faculty can be motivated for upgradation and quality improvement through pecuniary advantages by means of limited commercialization of the infrastructure. Since the curriculum
conducted by technical institutions are interlinked and, therefore, it is suggested that the institutes right from the national level like Indian Institute of Technology (IITs) down to the Industrial Training Institutes (I.T.Is) should be networked. For optimum utilization, it is also recommended that laboratory facilities and equipments should be shared by various institutes which requires perfect networking. The capacity of the laboratories may be utilized in shifts for their maximum use by large number of linked institutes in the area. This will create a sense of togetherness and also facilitate coordinated development of the educational standards in the institutions, which ultimately leads to better placement of the technical manpower.

Shortage of faculty and supporting staff has throughout plagued the department due to the lack of finances as well as will of the government. The financial aspect can be partly covered through decreasing the subsidies in the system and making the trainees pay at least a part for the training. Even the staff can be motivated to generate finances by liberal offers of the government in terms of utilization of infrastructure. An experiment in this direction can be made through mutual contract and trust to get positive results.

Involvement of industry charity is also indicated here, however, the details of such finding are discussed in the latter part of the chapter.

The competency and the quality of the faculty in technical institutions have always remained a challenge as technically qualified people have
always shown disinterest in teaching. Teaching as a profession has been given a very low priority but personal observations and the data in the previous chapters indicate a very interesting feature. Once a teacher, always a teacher and the teachers if motivated always want to keep themselves abreast of the latest development on the one hand and to be appreciated and respected by the trainees/students on the other hand.

The Quality Improvement Programmes are mostly organized in a centralized and uninspiring environment. An important observation in this respect is that the training programmes must be of small duration and modular based. The organizing faculty and the centers too need to motivate the teachers, as the locational aspect of the technical institutions of Haryana has been a great hindrance. The experts imparting Quality Improvement Programmes are also expected to change their attitude and should also arrange small duration courses, QIPs, seminars, sessions and lectures at the institute level so that all the teachers and students may also become direct participant in the programmes. It is also suggested that for pursuing these training programmes, credits should be awarded and participants should be asked to accumulate certain amount of credits within a block of 2-3 years’ period as one of their conditions for their promotion.

Curriculum is the essence of any kind of training as it is an important area in the development of technical education and it has to be continuously monitored and updated. And for the purpose, main stream
educationists should be engaged in curriculum development. It has also been observed that there is no correlation between the course curriculum taught to the students and the actual need and also no autonomy has been given at the institute level in this respect. Upgradation of curriculum is a rare phenomena as it suffers due to the lack of innovations and its irrelevance to the basic needs of the environment and the purpose of such curriculum is confined only to the passing of the examination. Therefore, to improve the acceptability of the curriculum the teaching faculty of an institute needs to be given greater freedom for the purpose of evaluation which may lead to continuous assessment to generate more practical curriculum, however, the broad outlines of which may be developed at the expert level. Moreover, the role of the consumers for the betterment of the product can not be ignored and their effective participation in designing curriculum should be motivated, as they are the ultimate source for employment. Therefore, for an effective course curriculum it is recommended that a perfect coordination between the experts, the teachers and the consumer has to be developed so that it may lead to better placement opportunities for the students. The basic requirement of any professional course is that the participant should be exposed to both the conceptual and the reality frame. For this purpose, in the polytechnic course curriculum, provisions have been made for six months industrial training for the final year students. Interestingly, since last two years even this little practice of exposure has been deleted from the curriculum may be
Perhaps due to the non-availability of training seats to the students in the industry. Thus, seeing the importance of industrial training in enhancing the managerial and operative skills of the students it seems viable to suggest that such kind of training should be the part of each semester for all the trades. The difficulty of non-acceptability of the students by the industry for the training could be overcome only by designing the relevant curriculum its effective implementation and by having more frequent interaction between the institute and the industry which will create positive perception and attitude of industry towards the quality and utility of the polytechnic graduates. Further, in view of the recessionary market conditions and the supply of technical graduates by the large number of polytechnics and engineering colleges in the country and particularly in a small state like Haryana, the industry may find it difficult to accommodate all the graduates for imparting effective industrial training. Generally, there are 2 to 3 diploma level personnel to assist at the shop floor/field work to one engineer. This ratio has also been upset by more number of degree engineering institutions coming up with less enthusiasm in the state to set up diploma institutes. And, thus, to take care of this aspect some motivating statutory provisions like tax rebate or any other kind of relaxation or conditions for collaboration with technical institutes may be devised by the government for the industry and can be imposed on them at the time of issuing No Objection Certificate.
Though, in principle, industry-institute-interaction is being advocated almost at all the levels of Technical Education but it is also a known fact that the actual performance on account of this aspect has been a failure. Viewing the reasons of failure already made, it is suggested that for the purpose of training and placement and industry-institute-interactions, centers should be given complete autonomy with better equipped facilities of staff as well as systems since the onus of the placement is the primary job of this cell and, therefore, its role and action needs to be sundered from the handicaps at the institute level. Creating two or three zones of training and placement in the State can be another way out to achieve desired results provided these zonal centres are not subordinate to any institute and should be directly accountable to the State Government. These centres can coordinate with their allotted institutions as well as among/between themselves. While undertaking the responsibility of the employment of polytechnic product these centers may commit themselves to the training aspect of the students. They can be entrusted to maintain linkage with the industries to find out their requirements on the one hand and the institutions at the other hand. Setting up of such centers shall not be a financial burden on the state because the Industry-Institute-Interaction cells in the institution exist already but it is handicapped due to the subordination at the institute level. A Training and Placement Officer, thus, shall not be responsible for day to day insignificant job at the institute level.
Finances constitute the backbone of any project and product. Any economist would agree that ultimately profits and benefits would accrue in a direct proportion to the investment. But financial position of polytechnic institutions has always remained far from satisfactory. The sanctioned amount of funds hardly crosses the salary budget and some overhead expenditure project. Almost every aspect of development, progress report ultimately requires money and the same is always in short availability. The researcher has reasons to believe and express that the financial viability of the institutions can be improved only if the Government has the will and particularly the will to end the populist measures. As has already been described that with the changing needs of the corporate environment, the students must be made to pay at least some part for their training/education. The present fee structure of Govt. technical institutions is much below even than the primary school level fee. The female trainees are completely exempt from it and such generosity on the part of the government has multi-directional impact on the training also besides being financial hazards. It has also been observed that many trainees don’t show seriousness, as their training is gratis. Finally, it is for the government to see how it has to make the training financially viable, qualitative and quantitative and competency-wise acceptable.
Most of the times there have been deliberations about liberalism and autonomy in academic matters and the observations indicate a satisfactory level in this respect. However, the under-current of discontentment against the superiors can be perceived and the administration is always held responsible for non-performance at the teacher level. Such a factor requires a little deep probing. Conflicting opinions, clash of personal interest and ego problem besides the actual administrative handicaps are perhaps some of the other reasons for it. Besides autonomy at the institute level the functioning is also not absolutely democratic and free from personal biases. The administrative support from the higher authorities is expected to be for the common causes and not for the individuals interests. Transfer policy is one of the major administrative factors in India including the State of Haryana. Less said is better about this aspect, but the ultimate loser in this game is the student. Similarly, promotion policy is also not rational, rather it is more circumstantial and prejudicial in nature. And, thus, a rational and transparent promotion policy and that too devised at the highest level of technical education in India is the need of the hour.

Allotment of work/assignments at the institute level has been observed to be indiscriminate and of unequal proportions. The evaders are allowed liberty and doers are always overloaded. A rational and measured approach coupled with administrative support and cooperation devised at the institute level may give more favourable results in terms of performance of the
institute. It is also very relevant to comment here that in case of shortage, the teachers should not be burdened with the duties, which have no direct bearing on the academic pursuits. Therefore, it also needs to be emphasized here that the teachers should not be subordinated to the administrative burden of secondary concern.

The observations and analysis made in the thesis have been undertaken with a view to come out with suggestions and recommendations of practical and pragmatic nature. The class-rooms, the laboratories, the workshops, the training centers, the consumer-organizations and the industry have a joint and shared responsibility to play effective and efficient role giving a solution to the problem of training and placement to the technically qualified persons anywhere in the world. Specific scenario in Haryana presents an optimistic picture and opportunities are necessarily to increase in the future.

The forthcoming paragraphs require an urgent attention for the Technical Education Department of Haryana:

The process of instilling quality begins with the initiation of the admission system. No doubt, the admission is made fairly on the basis of merit and the process is almost free from malpractice but it is more or less devoid of innovations and lacks in the authentic test of the aptitude of the candidate. The similar procedure and process of admission is being followed for both diploma and degree level courses. The State makes centralized admission holding
common entrance tests for each course. The crucial issue comes in at this stage of admission is that the market factor is given almost no consideration. The tests usually go in for some stereotyped method, ignoring the primary demand – the aptitude of the candidate. One fails to find out if the candidate really has innate inclination towards the profession that he is likely to adopt. Indifference towards this aspect results into the production of a lazy and complacent manpower. It must be emphasized here that this impasse needs immediate resolution otherwise the quality is bound to remain average. The experts must come in here to break the stereotype. The present method of entrance test is limited in range and it encourages the students to acquire a diploma or degree only to become only eligible for a profession. It is the general view of the polytechnic faculty that the entry qualification for diploma programme should be raised from 10\textsuperscript{th} to 10+2. The students taking admission at 10\textsuperscript{th} level are not able to understand the technical subjects properly and are not mentally mature enough to be fully developed. It is also the general view that after raising the entry level for entrance test to 10+2, the Common Entrance Test should be held and the candidates may be admitted to degree/diploma as per Aptitude and score/merit in the test.

The other factor that plays long lasting role is about the allotment of trade i.e. Computer Engineering, Mechanical Engineering and Electrical Engineering etc. Feeling secure in having got a trade-in-demand, the particular student usually takes to an easy path, on the other hand, a student having a trade
less-in-demand may be overtaken by apathy. Both ways, the system needs revision and perhaps the most viable solution could be that the allotment of the trade may be made on the basis of the merit of the results of the first year.

The curriculum of the first year is generally common for all the trades at the levels of diploma. The student has got to develop a feel for the profession that he has chosen. The first year is like the gestation period. The weaknesses and the strengths of the gestation become his life long companions. His attitude needs to be modified here, at his level. Experts have frequently suggested that the right initiation of the pupil can transform him into a responsible professional and, therefore, correct exposure to work site, preliminaries of technical subjects, in addition to an intensive course of language plus communication skills are some suggested areas of thrust for the first year. Some subjects have now been rendered superfluous or are mere repetition of what the student has already studied and an alteration would be welcome change.

Once the final trade has been allotted after the first year the students and the teacher are ready for a closer interaction and it is required to be enhanced in subsequent years. This period needs greater emphasis on thrust areas of acquiring technical knowledge without ignoring the aspects of personality development. It has been observed that imbalance has started creeping in between the practical and theoretical aspects of technical knowledge. Workshop training and site-visits are being ignored, the students and teacher seem to be
paying less attention to the subject of engineering drawing and laboratories are becoming museums. And, thus, it is asserted that these spheres of training must be attended to with more seriousness. Only bookish knowledge is not enough in technical education. No doubt, a lot of apparatus, machinery and equipment are being procured, but they should not remain showpieces only. This tendency of neglecting practical aspect is gaining ground particularly because the supporting staff is not adequate in the institutions. The teaching staff from lecturer level onward deems it below its dignity to work on machines in the company of the students. The practical aspect is shown in the timetable but is relegated to secondary importance.

A teacher must familiarize himself with the latest techniques of his profession and the authorities need to create more facilities in this respect. Technical Teachers Training Institutes are already engaged in the improvement of this aspect. And, therefore, a more frequent interaction at the level of teachers and such training institute would be helpful.

The examination system in technical education needs immediate overhauling. The training in a technical institution is more practical oriented. Day to day progress needs to be watched more carefully than just an examination after six months or a year. The concerned teacher needs to be relied more on his observation, evaluation and assessment of the student. His work may be cross-checked by a local committee consisting of Heads of Departments and Principal
and practicals may be conducted only by industry people. The transparency can be obtained through the public display of the performance of the student from time to time.

The issue of the attendance should be directly linked to the performance of the student. The axiom is that a more regular and punctual student is more likely to perform better. Such a system should not become a tool of disciplining the wayward student. Also, it should not become an abuse and immoral practice. The teacher too needs to awaken to the fact that even in these times of inexorable materialism his work is missionary in nature and it ought to be missionary in practice also. His commitment is likely to help him to conquer over the apathy of the public as well as the government. Though all this talk may look like sermonizing only but the question is that this is ultimately a humane approach, practical as well as peaceful and this is the reason that the researcher has deliberately delved over moral issue in connection with the system of examination.

The other aspect of this issue concerns to students for their own development and for the betterment of the system that is going to nurture them. For the development of their wholesome personality, they must learn to respect, not necessarily always approve the opinion of the teacher.

Indian technical education system has to perform under much greater constraints of financial resources than the more developed countries.
Utilization, therefore, of funds deserves a very serious consideration. It is worthwhile to mention here that inspite of the limitations, the student acquires technical education in India at a very low personal cost. He must be made to realize the importance of this aspect. These institutions should be made to generate some fiscal resources at their own level also. The equipment and the machinery in the institution should be used to convert the raw material of training for saleable/serviceable means instead of converting into scrap only. Such an act would make the students also more self-reliant. If a beginning is made in this direction the ultimate result would be significant.

Placement of the final product deserves the most serious attention. The whole process is rendered futile if the product is not suitably placed. Gainful and satisfying employment is the expected goal of technical education. No quality would serve adequately unless it is able to secure a fitting anchor in the market for the owner. Saying it in plain words, the person must be converted to personnel either through self-employment or through the sale of his services and both would require a deep sense of enterprise. Exposure of the student involves greater interaction between him and the market place and, therefore, innovations ask for precise thinking according to the trends of the market. Leadership is art of selling one's ideas and mutually acceptable ideas require trust, that is a moral issue. Knowledge is a source of self-confidence and creates trust in the mutuality where interaction is involved. Importance of experience in life can not be
underestimated. However, the experience is not a mystical realization that may happen to the individual suddenly as it requires right preparation, training and readiness. Instilling quality in technical education means instilling right ideas in the mind of its product and right ideas are developed by the market in this case. The responsibility of instilling these right ideas in the personality/mind of manpower lies upon the system of technical education and the teachers are the guardians of the system whereas the authorities are the patrons. A patron of such a sensitive system as technical education must guide and control it with human factor in mind, mechanical precision in its attitude and generosity in its action. A practical vision is clearly demanded from all concerned. Let the betterment of life, the total life, be its motto. A new perspective would emerge with conscious efforts of every individual. Each individual ought to realize that he is the cog in the machine without which the machine is idle.

Therefore, based on the above observations pertaining to valuable recommendations it could be stated that:

♦ In high-tech areas where equipment is costly, polytechnics should start collaborative projects with industry, user organizations and other resource institutions.

♦ Polytechnics should identify industries, professional bodies and other resource institutions in their vicinity for sharing of facility, expertise and skills for mutual benefit. This will help in improving the teaching learning process, curriculum implementation and
evaluation at polytechnic level and development of working manpower in industry.

♦ Entrepreneurship camps should be organized from time to time for the final year students by inviting experts from industries, nationalized banks, boards and financial corporation to motivate the students for self-employment.

♦ The establishment of a student-faculty committee to help/guide the direction of the placement function and an advisory committee composed of area business and industry placement personnel to support the placement centre are necessary for an effective placement service.

♦ Only a serious and needy candidate should be recommended to a company. He/she is likely to stay and work for it. A wavering or reluctant candidate should not be recommended. The later usually brings bad name to the institute. It is important, therefore, that the placement unit categorizes the students and tries to place a right candidate at right place.

♦ Securing a placement for the students should never be based on falsehood and exaggeration. Efforts should be to guide the employers correctly and to establish enduring relations with them. A friendly employer shall offer placements to the students of coming batches.

♦ The placement brochure containing necessary information about the institute, its organization and management, its faculty and its other salient features, should be mailed to the selected prospective employers well in time so that they carefully examine various biodatas and shortlist the candidates they are interested in.
To attract the industry people, they should be invited as Chief Guest, Guest of Honour during the Sports meet and Annual Day Celebrations etc. which can help in making interaction with them and ultimately led to better placement of the students.

THE UTILITY

The findings of the present research endeavour shall be of interest to academicians and researchers on one hand and Government and Directorate of Technical Education, Haryana in general and also those of sampled institutions in particular, on the other hand. To academics, the investigation has attempted to add the current knowledge to the existing literature about the problem of placement of the graduates of Polytechnics/technical institutions.

The researcher is confident that if the identified deficiencies and recommendations made in the study are taken care of by the state government, will assist the Department of Technical Education in formulating sound strategies for the operational aspects of the polytechnics and technical institutions and also strengthening the role of Training and Placement Cells of the institutions for the betterment of the students.

Most of the earlier researches focussed their attention to study into developing and designing of curriculum, industrial training and promoting of industry-institute interaction. Contrary to that, we have covered most important ingredients of problem of placement keeping in view their relevance to the present study. Another unique feature of the study is that we have composed a set of ten parameters – location of polytechnics/technical institutions, infrastructural facilities, adequacy of faculty and supportive staff, competency of faculty and supportive staff,
developing and designing of course-curriculum, faculty development programmes, financial facilities, administrative support and role of training and placement cells operating in institutions for gathering information for each reason which inhibits the placement of the graduates of polytechnics.

The researcher is also of the view that the observations and recommendations made in this study will certainly strengthen the functioning of the Training and Placement Cells operative in the sampled polytechnics in discharging their major responsibilities pertaining to placement of polytechnic graduates.

Our efforts and alike certainly will assist the Principals, T.P.Os, H.O.Ds. and other faculty in general and those of polytechnics/institutions investigated in this study, in particular in making the institutions more effective for conducting the programmes.

The study will also be helpful to the future researchers for working on the issues relating to the Training and Placement which have not been covered in the present study.