BIBLIOGRAPHY


2. Industrial Policy 1991 Highlights; Yojna, September 15, 1991

3. Madan Committee Report (Minutes of the meeting of the expert committee of AICTE on the revision of Staff Structure in Engineering institution), 1972.


5. Project for strengthening Technician Education in India with World Bank Assistance: Bureau of Technical Education, Department of Education, MHRD, Govt. of India, Jan 1988 and 1990.

6. The All India Council for Technical Education Bill 1987 (as passed by the Rajya Sabha on 26 November 1987 and the Lok Sabha on 15 December, 1997; Bill No.XXXVI-F of 1987).


8. Technical Education Committee of Central Advisory Board of Education, Govt. of India, New Delhi (1943) – A report, p.10,11


43. TTTI, Chandigarh (1993), Towards Excellence in Polytechnic Education. Perspectives for the year 2000 and beyond, p.37,38.


51. Hasan, Muhammad Malik, Ph.D. University of Oregon, 1973, 170pp

52. James Lee Allan, Ph.D. State University of New York at Buffalo, 1973, 161 Pages


54. Margaret Luken, Alciatore, Ed.D. Oklahoma State University, 1973: The Relationship of Student, Faculty and Classroom variables to the ratings university seniors give faculty, 135 p.


56. McCailes, Kenneth James, Ph.D. Michigan State University, 1974: 205pp

57. O'hearn, John Joseph, Ph.D. New York University, 1979, 180pp:


65. Gilaser, Margaret Lynne, Ph.D. Temple University, 1984, 125p, Dissertation abstracts international Vol.45, No.6, December, 1984


84. Ghosh Bhushan: Business Organization and Office Management: 1986, P.111/5.6
85. Noah Wester L.L.D., Professor of English, Chairman Linguistic, 1991, Indian University, p.1371


88. Balu, S.A. Application of systems concepts to Polytechnics; Colombo Plan staff college for Technician Education, 1983.


PROBLEM AND PROSPECT OF PLACEMENT:
A STUDY OF POLYTECHNICS IN HARYANA

A
THESIS
SUBMITTED TO
MAHARSHI DAYANAND UNIVERSITY, ROHTAK
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
REGN. NO. 76- LM 5520

Supervisor:
Dr. Daleep Singh
Professor

Submitted By:
Naresh Kumar Bhayana

INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
MAHARSHI DAYANAND UNIVERSITY
ROHTAK 124001 (INDIA)
SEPTEMBER 2003
The Background, objectives and Modus Operandi

The present age and our times particularly lay much emphasis on economic development. The contemporary economy and its growth are sustainable only through the use of the latest technology. Consequently, only the technically qualified people can generate more and more wealth because of self-generating characteristics, which is inherent in the system itself. The system of Technical Education has simultaneously suffered deterioration with the advancements. A big gap has arisen between the aim and the system. The utilization of the ultimate product of the system suffers in many directions and the details of which would be investigated through the present study. Technical Education almost all over the world has a uniformity in its broad classification and implementation. In India, it is a four-tier system starting from imparting technical education about various skills which is entrusted to the industrial training schools/institutions, popularly known as Industrial Training Institutes (I.T.Is). The product of this system usually performs as a skilled craftsman or a skilled worker. The task of second level of imparting technical education has been assigned to the polytechnics in India and most of the polytechnics are producing middle level technicians whose role is supervisory as well as that of the skilled technician. The third level of technical education in India, is the responsibility of Engineering colleges.
The product of which is expected to perform jobs of more diverse nature from upper level supervision to research and development. It is assumed that the product of the degree level engineering colleges gets trained for a greater responsibility than the first two levels of technical education. The fourth level is usually assumed to be the extensions of the third level i.e. the product of Engineering colleges. However, with the advancement the four levels are now being integrated with open options of continuity and/or cessation at any one of these stages.

In Haryana, when it came into existence on 1st November 1966, there were merely 6 polytechnics/technical institutes. But since then, the state has witnessed a phenomenal expansion with an increase in the number of Polytechnics to 32. Out of these 32 technical institutions, 16 institutions are Government, 04 are Government aided, the remaining 12 institutions are self-financing and out of these 32 institutions, 04 are exclusively for women.

Majority of the polytechnics in Haryana offers three years diploma programmes in engineering as well as non-engineering courses. These diploma programmes can be classified under the following categories:

- Diploma programmes in Engineering and Technology like Civil Engineering, Mechanical Engineering, Electrical
Engineering, Electronics and Communication Engineering,
Production Engineering, Leather Technology, Textile
Engineering, Plastic Technology, Information Technology,
Computer Engineering, Agricultural Engineering and
Architectural Assistantship etc.
- Diploma programmes in other vocational fields like Modern
  Office Practices, Library Science, Medical Lab. Technology,
  Pharmacy and Industrial and Personnel Management etc.

Duration of full time programmes is generally three
years after 10+ as entry qualification. A few polytechnics offer
diploma programmes on Sandwich pattern in which industrial
training is interlaced in between academic studies. Some
polytechnics situated in industrial belts or big towns offer Part-time
diploma programme to facilitate continuing education of working
craftsmen or for those engaged in industry/field having 10+
qualification. A small percentage of polytechnics also offer post
diploma/advance diploma programmes in specialized areas. The
duration of these programmes is one and half years and two years,
respectively, after a diploma programme

The survey of the Indian scene as well as Haryana
scene shows a comprehensive picture of manifold development in
the spread of Technical Education. However, this picture is not
complete because a major Problem of Placement' of the product of Technical Education Department has crept into the system and this problem is generally not given due attention.

A cursory survey of last 8 years conducted by the author of the thesis has shown that tentatively only 50 per cent of the total product get suitably placed after acquiring the training from the polytechnics in Haryana. Though some attention is being paid towards this aspect of placement but serious thought is still lacking in the placement. On the one hand there is a phenomenal expansion in the number of polytechnics but on the other hand, the percentage of placement of the polytechnic graduates has been decreasing. So this thesis undertakes to investigate into the problems of placement of the diploma-holders of Haryana keeping in view the following objectives..

- To assess the relevance of education imparted by the Polytechnic Institutions in terms of the present requirement of the Indian Corporate Sector particularly after liberalization.
- By comparing the above, to know the gaps between imparted education and requirement of industrial organizations.
- To study and analyze the present placement system of Training adopted by Placement cells established by the polytechnic institutions.
To make valuable observations to fill in the identified gaps in terms of the required kind of technical education to be imparted by the polytechnic institutions and consequently making the placement scene more effective.

The present research study is exploratory cum descriptive in its nature. It is exploratory because no systematic study has been carried out by the earlier researchers on the aspect of placement of polytechnic students in India in general and in the state of Haryana in particular. The study is descriptive, as the analysis has been conducted by collecting secondary and primary information pertaining to the various attributes of the polytechnics presently operating in the state.

All the 27 Polytechnics/Technical Institutions operative in the State of Haryana at the time of sampling constitute the universe of the study. In all 32 Polytechnics/Technical Institutions have been established in the state and approved by the A.I.C.T.E. but at the time of sampling, only 27 polytechnics/technical institutions were actually in effective operation and, therefore, the sample has been taken out of the survey population of only 27 polytechnics and not out of the total.
For the purpose of completion of the present study, two samples have been taken. First sample is of the polytechnics/technical institutions and second is of respondents including Principals, Training and Placement Officers, Heads of Departments of the various trades, teaching faculty and the students enrolled for various trades in the polytechnics/technical institutions.

The selection of polytechnics/technical institutions has been made on the basis of Industrial Zones of the state, the category of institutions in terms of financial assistance and from the co-educational and non-co-educational institutions.

For the purpose of industrial development the state has been divided into four zones namely – Ambala, Rohtak, Hissar and Gurgaon. At the time of sampling, in Ambala 06, in Rohtak 09, in Hissar 07 and in Gurgaon 05 polytechnics/technical institutions were imparting technical education in various trades to the graduates. To make the sample representative, we have selected 03 polytechnics from Ambala zone, 03 from Rohtak zone, 02 from Hissar and 03 polytechnics from Gurgaon zone. To have a complete overview of the placement aspect of the polytechnic product, we have also included one polytechnic in our
sample, which has been non-co-educational in its nature. Thus, out of 27 polytechnics/technical institutions, which were functional at the time of sample selection, we have included only 11 polytechnics/technical institutions in our sample. Similarly, to have a clear picture of placement scene of polytechnic product in the state, in our sample of respondents we have included all the Principals, all Training and Placement Officers, all Heads of department of various trades, 02 Lecturers from each trade and 04 students from each trade from all the 11 polytechnics/technical institutions included in the first sample of the study. However, from the institutions conducting courses only in one trade, 10 students and 03 Lecturers have been included in the sample. Thus, in all, 11 Principals, 11 Training and Placement Officers, 52 Heads of Departments, 104 Lecturers and 208 students have been included in the second sample of respondents.

The research endeavour has been completed by using both secondary and primary information. Secondary information has been collected from the Journals, magazines, reports and book-lets published by the Directorate of Technical Education, Haryana and Technical Teachers Training Institute Chandigarh from time to time. Some relevant information has also been collected from the published records of the Department of Industries and the Statistical Department of the state and different web-sites. The review of literature and conceptual frame to provide the base to this study have been developed on the basis of research studies conducted by the scholars and reports.
submitted by various committees constituted by the State and Central Governments from time to time to make the technical education viable to cater the needs of the corporate sector in the country and the respective states.

Primary information has been collected by administering an exhaustive schedule to all the categories of respondents. For the purpose, the administered schedule has been divided into eleven sections incorporating statements pertaining to demographic information of the respondents and the polytechnics/technical institutions, location of polytechnics/technical institutions, available infrastructural facilities, adequacy of faculty and supportive staff, competency of faculty and supportive staff, developing, designing and implementation of course-curriculum, faculty development programmes, industry-institute-interactions, financial facilities, administrative support and role of training and placement cell. The perception of the respondents in relation to each statement has been measured on 5-point Likert-type scale and if the nature of the statement is positive we have assigned 05 scores to Strong agreement, 04 scores to simple agreement, in case of indifferent 03 scores, 02 scores to simple disagreement and we have assigned 01 score to strong disagreement indicated by the respondents.

Therefore, to accomplish the objectives of the study, both micro and macro analysis have been carried out on the basis of status
of each category of respondents, branch/trade-wise and institution-wise for all the ten parameters included in the schedule. Likewise, an overall impact for all the ten parameters have been computed on the basis of aggregate scores obtained by all the categories of respondents and respondents belonging to different trades and total sampled institutions. To conduct both micro and macro analysis simple descriptive statistical tools like addition, subtraction, division, multiplication and percentage analysis have been applied and the analysis has been conducted on the basis of obtained maximum, neutral and minimum scores. In order to evaluate the relevance of the training imparted by the polytechnics, 10 variables have been identified and for all variables total 81 statements have been developed and incorporated in the schedule. For the purpose of evaluating the relevance of the training prgrammmmes and the role played by the institutions in managing the placement of the polytechnic product, we have determined 60 per cent scores as the base for satisfactory performance and if the score is below 60 per cent it reveals the unsatisfactory performance of the institution.

On the basis of hierarchic-wise analysis, it could be summarized that Principals of all the 11 polytechnics/technical institutions included in the sample, have been found satisfied with the
overall effectiveness of the institutions (62.62 per cent), Training and Placement Officers have indicated their marginal satisfaction (60.08 per cent). However, the level of satisfaction in case of Heads of department (59.36 per cent), teachers (57.32 per cent) and students (55.37 per cent) has been even below the marginal level on account of the effectiveness of various institutions and consequently led to poor placement of the graduates.

Our variable-wise analysis revealed that the location of the polytechnics/technical institutions has not been taken care of by the Government. and, therefore, majority of the institutions are suffering on account of industry-institute-interaction and effective placement. It is evident from the analysis that the Principal, TPO, Heads of Department and lecturers have confirmed the availability of required physical infrastructure but the most important section of our sample, the students have observed that the available facilities are insufficient. Another observation reveals that most of the polytechnics are under staffed and the institutions are conducting courses by making adhoc arrangements. Even many institutions are not manned with regular Principal and Training and Placement Officers. The competency of faculty and supporting staff has been confirmed by all the categories of respondents but it seems that the competency has been assessed only on the basis of class-room instructions and examination results. With regard to
developing and designing course-curriculum, most of the faculty members including Heads of the institutions have advocated for greater autonomy and participation in curriculum design and its implementation in accordance with the local needs. Due to inadequacy of faculty and supportive staff the programmes initiated and implemented for faculty development have become merely a formality as they can not be nominated to attend the programmes. All the respondents have confirmed for lower level of interaction between the industry and institutions. On the financial aspect it can be concluded that respondents were found hesitating to give true picture of the statements as they consider it very sensitive issue and if any response is made in this regard, may lead to unduly harassment. Due to the institutional relationship all the respondents have confirmed for getting required administrative support but contrary to this they have outrightly rejected the effectiveness of Training and Placement cell for the placement of graduates. For the ineffectiveness as disclosed by the T.P.Os, the factors like non-availability of infrastructural facilities, funds, adhoc appointment of T.P.Os, non-cooperation from the Principals and faculty, etc. are responsible and looking at the nature of activities to be conducted by of the cell, greater autonomy is needed.

The conclusive picture of institute-wise analysis has shown that out of the total respondents selected from eleven institutions, only the respondents belonging to Govt. Polytechnic, Ambala city and
S.J.P. Polytechnic, Damla (Yamunanagar) have been found marginal satisfied (59.79 per cent and 59.01 per cent respectively) and the respondents of all the other institutions namely IHMFNP, GPU, GPN, GIETH, GPWS, VTIR, HITS, PDMSA and DVCPT have been found dissatisfied (51.49, 53.87, 53.07, 56.58, 54.93, 58.15, 57.39, 57.31 and 57.71 per cent, respectively).

If we look at the trade-wise analysis of the polytechnics/technical institutions included in the sample, the academia and students belonging to Civil Engineering, Automobile Engineering and Chemical Engineering, were found just marginally satisfied towards the effective conducting of course (61.06 per cent, 60.54 per cent and 59.78 per cent, respectively) and the academia and students belonging to other trades like, Electrical Engineering, Mechanical Engineering, Electronics and Communication Engineering, Computer, I.T. LIS, MOP, Pharmacy, Hotel Management, Instrumentation and Control, TP, TD, TT and Architectural Assistantship, have recorded their dissatisfaction. (58.32, 58.45, 58.22, 57.33, 56.68, 59.09, 56.89, 44.45, 51.49, 58.02, 57.06, 57 and 58.02 per cent, respectively) for the effective accomplishment of programmes conducted by these institutes.

It has been observed that often the solutions, suggestions and the plans as treatment of the problem 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, the solution could not be practically applicable and the problem instead of receding it has increased. In this study 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 in the study need to be enumerated once again. Mainly these causes are related to geographical location, problem relating to 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 mis-directed administration. These factors need to be given serious considerations for the placement of the polytechnic product suitably as well as satisfactorily.

Profile of polytechnics and industry need to be coordinated geographical proximity of the location of the polytechnics to the industrial area and commercial organizations can show better chances of placement according to the analysis given in the present study. 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 viability level is 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. The students are expected to be motivated to the level of eager belongingness to the infrastructure so that they 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 up gradation and quality improvement through pecuniary advantages by means of limited commercialization of the infrastructure.

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 of earning by the teacher can be made. However, mutual contract and trust in this direction is likely to lead positive results.

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 analysed 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 centres 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.

Curriculum is the essence of any kind of training. It has been observed that there is no correlation relationship 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 limited 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 trust for the purpose of evaluation as the freedom in teacher oriented and continuous assessment is likely to generate a 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. And, thus, to take care of this aspect some motivating statutory provisions could be devised by the state Government. to accept the participants for this purpose like tax rebate or any other kind of relaxation or conditions for collaboration with technical institutes may be imposed by the government on the
industry at the time of issuing No Objection Certificate for its establishment.

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, centres should be given complete autonomy with better equipped facilities of staff as well as systems and should be an integral part of the institute. Since the onus of the placement is the primary job of this cell and, thus, it is recommended that 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 best do this but through the institute without being subordinate to them. These centres may be made directly answerable 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 centres 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, which in fact has become his lot at present.

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 assignments at the institute level has been observed to be indiscreet/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 centres, 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 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.

2000