

A STUDY ON EMPLOYABILITY SKILLS OF ENGINEERING STUDENTS IN IT COMPANIES

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION OF THE STUDY:

Insufficient supply of quality skills is one of the main impediments to economic growth in India. This study examines the students in the present involving a paradigmatic shift in the role of engineers involving a movement towards software engineering. The apparent reason behind the recruitment of fresh engineering graduates by information technology companies, irrespective of the branch of engineering to which the individual belongs. The purpose of the study is to measure the skill gap of the students and their employability skills. Information Technology (IT) where engineers play a critical role are particularly in difficult situations when it comes to unmet demand for skills.

This study aims to identify the skills demanded by employers and to examine how the supply of skills matches with their job. Despite the gravity of the situation, little research has been conducted to identify the kinds of skills demanded by employers and measures in which skilled graduates meet the employers' expectation. This study mainly examines the existing skills of the students and then find the required skills from the employees and then finally find the skill gap between the students and the employers. The Indian economy grew more than 8% on an average over the past five years, including the year of the unprecedented financial crisis in 2009.

The skill shortage is still one of the major constraints in most industries in India. Engineers in the past were mainly concerned with the technical aspects of engineering commonly known as hard-engineering. Although there has been a paradigm shift in the roles of engineers involving a movement towards soft-engineering, the technical aspects of engineering remain dominant and technical skills formation remains at the core of engineering education. As the major raw material for the information technology services industry is the technical and non-technical skills, they recruit those engineering graduates who have a high level of proficiency in both the skills.

1.2 ABOUT THE ORGANIZATION:

KeyMind Learning India Pvt Ltd was started in 2010. It is a team of Experienced and Energetic Entrepreneurs. KeyMind is one of the leading providers of various set of skills exclusively for the students. It's mainly a belief in the power of self-improvement to a performance-based training company. They focus on giving students the opportunity to sharpen their skills and improve their knowledge & performance in order to build positive, steady, and profitable results in their exams and career.

Key Mind Learning India Private Limited started With 10 Employees And they Are The Service Provider of Students Training Services, Placements Services, Technical Training Services, Communication Skills Training Services, Personality Development Programmes Services, Aptitude Training Services. KeyMind's original body of knowledge has been constantly updated, expanded and redefined through real life business experiences. They Emphasize practical principles and processes by designing programs that offer students the knowledge, skills and practices they need to value in their career. Their main belief is in the power of self-improvement through a performance-based training.

Their Training Methodology has the principle of 20:80. Here, their trainer's role will be 20%, by being a catalyst, whereas they make the students to participate, practise and learn for the remaining 80%. They have an experience of 13 years in the training industry. They give an experiential learning for the students. They have a customized package as required by the end-user. They have corporate trainers to train the students, so as to bridge the gap between academic life and the corporate world. Exclusive recruitment drive conducted by Career Excite, a division of KeyMind that focuses on placement of freshers..

VISION:

To be a Global Player in transforming Student lives and contributing in creating leaders.

MISSION:

To Engineer the skills of the students and make them define their purposeful life.

OFFERINGS:**Colleges:**

- Program for Young Minds (UG)
- Program for Master minds(PG)
- Short term Programs
- Annual Programs
- Leadership Centre for Excellence
- Entrepreneurship Development Institution

Schools:

- Program for Teachers.
- Program for Students.
- Short Term Programs.
- Summer Camps programs (for teachers and students)

KeyMind's area of focus includes

- Communication skills
- Placement Training
- Leadership training
- Personality Development
- Outbound Training
- Entrepreneurial Workshop
- Interpersonal Relationships
- Positive Attitude Approach
- Emotional Intelligence
- Lateral Thinking
- Career Guidance

Competence:

- Experience of more than 10 years in Corporate Training
- Experience of working close with more than 300 schools and 100 colleges in Tamilnadu.
- KeyMind's career engineering program bridges the gap between academics and career.
- KeyMind follows a simple, unique and an efficient method i.e., 20:80 proportion, where the trainer's MIND talk will be for 20mins and the rest of the time will be for the student's MIND.
- Assist Professional support both in Technical and Non-Technical aspects.

PILLARS OF KEYMIND**People**

KeyMind consists of an organized team of energetic, dynamic, talented trainers and back office employees who work towards delivering their product in an efficient and effective manner. Value delivery is their core principle.

Here are the true pillars of Key Mind.

- **AnmolVij** today is a young Serial Entrepreneur, has created a revolution in changing the mindset of students. He is a Founder of the Covai User Group (CUG) (Regd.), CUG aims at exploring and improving the leadership ability of Students. He has founded Students Software Solutions (SSS), a student IT company and has been in training for past 4+ years and closely worked with more than 5000+ Anna University Students.
- **Santhoshis** a Prime Graduate of the International Training Institute of the Junior Chamber International. He has conducted training programs for various Organizations like Lions, Rotary, and Jaycees. He is specialized in Presentation skills, Customer Service, Marketing/Sales Training and in Interpersonal Relationships.

- **Mohamed Nassaris** a National Trainer of the Junior Chamber and an excel graduate of the JCI Training university, Chesterfield, Missouri, USA. Conducted more than 600 training programs across the country and in UAE, Bahrain, Qatar and Saudi Arabia for the corporate sector.

ADVISORIES:

- **Kabeer N.V** is a Qualified Practitioner of Myers-Briggs Type Indicator (MBTI) – USA. Resourcefully experienced in Transactional Analysis (TA) and member of International Transactional Analysis Association, California (Specialization in Psychotherapy in TA) Having treasure of knowledge and exposure in Research & Training with successful track record of motivating executives, corporate, leaders, teachers and parents in Middle East and India.
- **Mahesh BhagwandasBhagtaniis** a certified Trainer with more than two and half decades of experience in various Industries that help him relate to the challenges faced by the people of the industry .An International Graduate Trainer of the JCI University Seattle USA.
- **Gopi** is a Certified National Trainer (an EXCEL Graduate) of the JCI University, USA. Hehas conducted more than 400 Training Programs till date.

MANAGEMENT:

CEO, Founder of Key Mind	Mr.AnmolVij
Vice president, Key Mind	Mr.Rakesh Menon
General Manager	Mr.NishantTelang
Senior Operation HR	Ms.Nithya

Trainer lead	Mr.Sakthi
Verbal Team Lead	Ms.Sowmya
Soft Skill Team Lead	Ms.Bagya Lakshmi
Quantitative Team Lead	Ms.Deepika .G

COLLEGES:**Annual Programs**

- Coimbatore Institute of Engineering and Technology
- Kathir College of Engineering
- Info Institute of Engineering
- United Institute of Technology
- Sri Sakthi Institute of Engineering and Technology
- Indus College of Engineering
- Maharaja Engineering College
- Maharaja Prithvi Engineering College
- Maharaja Institute of Technology
- Kalaivani College of Technology
- Nehru Institute of Engineering and Technology
- Nehru Institute of Information Technology and Management

- Nehru Institute of Technology
- Nehru Arts and Science College
- Nehru College of Management
- Nehru Institute of Management Studies
- Nehru College of Aeronautics & Applied Sciences
- SNS College of Engineering and Technology
- Dr. GRD College of Commerce
- Professional School of Engineering
- KV Institute of Management and Information Studies.

Short Term Programs

- Sri Venkateswara College of Computer Applications and Management, Coimbatore
- Rathinam Institute of Management, Coimbatore
- V.S.B. Engineering College, Karur
- CMS College of Science and Commerce, Coimbatore
- Alpha Institute of Management, Tiruchengode
- Shree Venkateshwara Hi-Tech Engineering College, Gobichettypalayam
- Surya Institute of Management Studies, Villupuram
- Maharaja Arts and Science College, Coimbatore
- SRS College of Engineering & Technology, Salem
- EGS Pillay Engineering College, Nagapattinam
- King College of Technology, Namakkal

- Maharaja Engineering College for Women
- Maharaja Co-Education Arts & Science College

Schools:

- Mercy Matric Hr. Sec School
- SRC Matric Hr. Sec School
- PMG Matric Hr. Sec School
- St. Antony Matric Hr. Sec School
- Jayanthi Matric
- PonVidyaMandir School
- KikaniHr Sec School.

Major Competitors of Key Mind:

- Face Consultation.
- Launchpad
- Hope Factory
- E2E Learning Pvt Ltd.

Future Plan:

- To improve the company to next status like MNC's Consultants in India.
- Increasing the Schools and College (Clients).

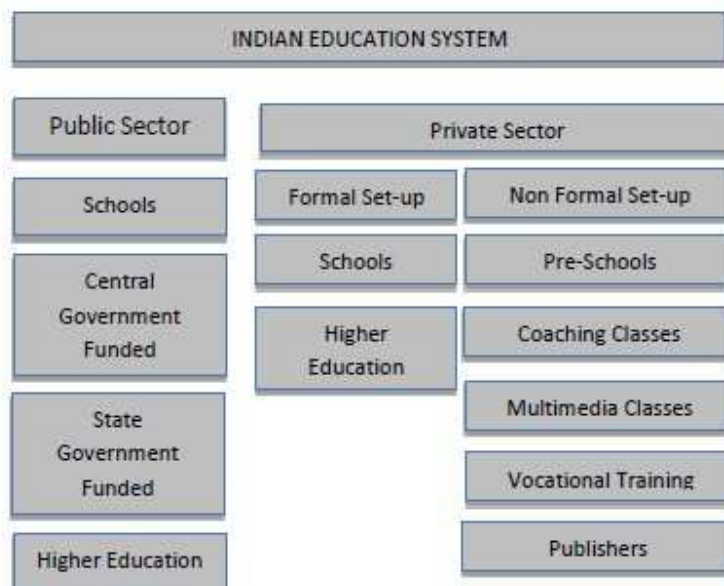
1.3 ABOUT THE INDUSTRY:

INTRODUCTION:

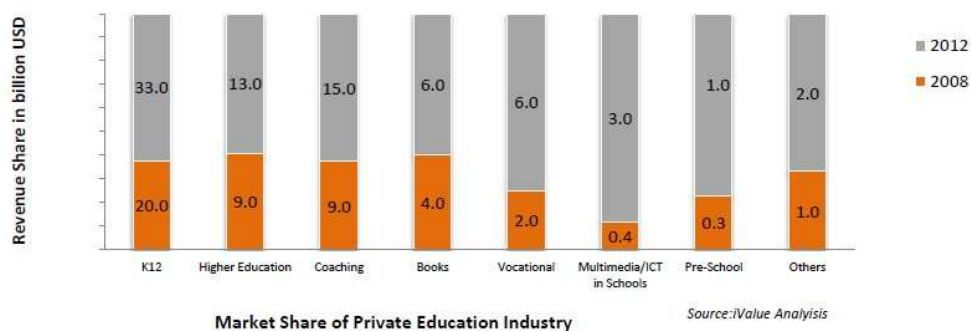
Training is a planned and systematic attempt to alter or develop knowledge/skill, attitude through learning experience, so as to achieve effective performance in an activity or range of activities. It is a very important aspect of any organization. According to Flippo, training is the act of increasing the knowledge and skill of an employee for doing a particular job. It provides employees with the knowledge and skills to perform more effectively. This allows them to meet present job requirements and also prepares them to meet the unavoidable changes that occur in their jobs. However, training is an opportunity to learn. What is learned depends on several factors, such as the design and execution of training, the inspiration and learning style of the trainees, and the learning environment of the organization.

OVERVIEW OF EDUCATION SYSTEM IN INDIA

India is a land of contrasts. Although India offers the 10th largest education market in the world, the cost on education is one of the lowest in the world. The good news is that the Indian education industry is growing at an average CAGR of 14% and is expected to be USD 82-87 billion by the end of the year 2012 from USD 50 billion in 2008⁹. A survey in 2011 by Credit Suisse suggested that Indians typically spend 7.5% of their income on education, more than Chinese, Russians or Brazilians. Education is seen as a quick route to prosperity. However, despite the rapid growth, there are fundamental issues that plague the education system in India. Firstly, despite the rapid growth in the sector, there is a huge shortage of educated professionals. A survey by the Royal Institution of Chartered Surveyors estimates that in 2010, India had just over 500,000 civil engineers when it needed nearly 4 million and 45,000 architects when it needed 366,000. Secondly, to add to this problem, there is a huge gap between academic teaching and employability requirements, which clearly suggests that even the existing professionals lack industry skills to get employed. Aspiring Minds, a company that focuses on assessing student employability, after having surveyed 55,000 students in 2011 found that not even 3% were employable directly without further training by Information Technology (IT) companies. They also said that about 78% of those surveyed struggled in the English language. The solution to the above problem lies principally in improving the quality of teaching in India.



The government in India does recognise the need to improve the quality of education and the employability potential of individuals. This is reflected very well in the objective of the government – Central, State and public bodies associated with the government including National Skills Development Council (NSDC) and the emerging Sector Skills Council (SSC). The objective is to fulfil the growing need in India for skilled manpower across sectors and generate employability and make the workforce industry ready. This is to be done based on the creation of “occupational standards” for acquisition of skills (both technical and communication) and English forms a major part of the communication skills development initiative. The target is to train 500 million people by 2022 under the “National Skills Policy” across respective sectors.



TRAINING MARKET:

The market can be sliced into three broad segments of

- Business to Consumer (B2C),
- Business to Business (B2B) and
- Business to government (B2G).

KeyMind has its focus on B2C and B2B segments.

Business to consumer:

KeyMind has its focus on

- Kindergarten to Class 12 (K12)
- Vocational training
- Coaching, including subject based tuition, graduation and post-graduation test preparation (related to employability)

Business to Business:

KeyMind has its focus on

- K12 – Kindergarten to Class 12 (K12)
- Higher Education including MBA and Engineering Colleges
- Recruitment industry

Some of the training institutes in Coimbatore are:

- Focus Academy of Career Enhancement
- Career Developers
- KeyMind Learning India Private Limited
- Qube Institute of Career Developers
- Launchpad LLC
- Hope Factory
- Chanakya Academy for career excellence

1.4 STATEMENT OF THE PROBLEM:

The statement of the problem in this project is regarding the skill identification of the students and what are the measures to enhance their skills. The problem discusses what are the strategies and variables to be used to enhance the skills of the students to get placed in IT company. This project aims in identifying the skill gap between the students and the HR of an IT company that can be used to evaluate the existing performance of the students and what ways their performance can be improved, which would be later discussed in the course of the project.

1.5 SCOPE OF THE STUDY:

This study mainly aims to identify the skill gap of the students at selective colleges in Coimbatore. It extends to study the existing skills of the students and then also examines the skills required from the HR of an IT company. It enables the management (KeyMind Learning) to provide proper training to the students who are lagging in their specific skills to get employed in a well esteemed company.

CHAPTER II

REVIEW OF LITERATURE

¹Andreas blom and hiroshi (2012) studied on “employability and skill sets of newly graduated engineers in india” this study was to identify the skills demanded by employers and to examine how the supply of skills matches employers expectation. The methodology used here is 157 employers across sectors and regions in india fully completed the questionnaire.it had a list of skills that engineering graduates are typically expected to possess at graduation. Employers rated graduate’s knowledge and skills on 5 point likert scale in to aspects employers are requested to rate on scale from 1 to 5 how important each skill is for an engineering graduate to be effective employee, The survey finds that colleges are doing very well in meeting the demand for English skills,sincethe graduates are rated in English. The skill gap in English communication is the smallest among all the skills.

²Okechukwu Agwu1 & Cletus IzunwanneEmeti (2013) studied on “Perception Survey of Skill-Based Pay System and Employees Performance” discussed the skill based system and employees performance, the research addressed the extent at which improved employees organizational commitment and broader role orientation is dependent on the implementation of skill-based system that responses obtained from the sample respondents would be representative of the opinions of all the operational staff on their perception of skill-based pay system and employees performance and the success of implementation in involvement of employees , encouragement and determination of employees compensation .

¹Andreas blom and hiroshi (2012) “employability and skill sets of newly graduated in india,Journal of IUP journal of soft skills, vol.VI, No.4,2012

²Okechukwu Agwu1 &IzunanneEmeti (2013) “Perception Survey of skill-Based Pay System and Employees Performance” International Journal of Business and Management,vol.8,no.16

³V.k.gokuladas(2010) studied on “technical and non technical education and the employability of engineering graduates” the main objective of the study is to investigate the importance of technical and non-technical education, respectively in the employability of undergraduate engineering students. employability was determined according to students’ success in campus recruitment drives by information technology companies, that is, whether they received an offer of employment. the study used a sample of two cohorts consisting of more than 500 undergraduate engineers in total drawn from one of the leading engineering colleges in south India. A sample of 588 was drawn from 810 in the first cohort, whereas 559 were drawn from a population of 870 in the second. Their findings correlation analysis conducted among the various variables with respect to the first cohort and the second cohort. in both cohorts, cgpa has been found to be significantly associated with all training variables.

⁴Chithra.R (2013) studied on “Employability skills- A study on the perception of the engineering students and their prospective employers” the main aim of the study is to identify the skill gap of engineering graduates who wish to join in software industry. the paper was developed based on the data collected for the pilot study of the research in which the author is engaged .two sets of questionnaires were developed to assess the perception of skill set required by employers and graduate students. The study revealed that there is significant difference between the perception of students and their employers. it is this disparity makes the students unemployable. Literature and research about the employability skills of Indian engineers are rare in nature.

⁵Kazutoshichatani(2010) studied on “skill gap analysis in aceh” This paper suggests skills development strategies that are fitted to the local context and conducive to

³V.k.gokuladas(2010) “technical and non technical education and employability of engineering graduates” The International Journal of training and development

⁴Chithra.R(2013) “Employability skills - A study on the perception of the engineering students and their prospective employers ” global journal of management and business studies, Volume 3, Number 5 (2013), pp. 525-534

⁵Kazutoshichatani(2010) “skill gap analysis in aceh”, Journal of Personal Selling & Sales Management, vol. 34, no. 2

sustainable development of Aceh. The intended readers of the paper include policymakers for regional development and skills development as well as skills training providers. The paper identifies skills that are most likely to be in demand and compares them against the current supply of skills training in order to recognize gaps between demand and supply. The analysis in this paper distinguishes three types of skills demand: market-driven skills demand, policy-driven skills demand and skills demand for livelihood. The study, therefore, combines local economic analysis, development policy analysis and community employment assessment. From the analyses, agriculture-based businesses emerged as a sector with high growth potential. Adding value to

products with skills (e.g. food processing, packaging and marketing skills) enables local producers to increase their income, thus effectively reducing poverty and child labour. Based on this analysis, the paper discusses how to effectively fill the gap. The paper recommends: 1) building a network of skills training providers and policymakers for the effective coordination and facilitation of necessary reforms; 2) developing and applying competency standards for key strategic skills; and 3) bringing skills and expertise from outside of the province, preferably with the support of donors.

⁶Dr.ManojVerchese and SushilPunwatker (2013) studied on “Employees lack in required skills: An Analysis on significant Skills reported for Employees in Organized Retail Sector & Existing Gap”.the study here focuses on such significant skills which are required by an individual to perform well in organized retail sector. Attempts are made to understand and identify the required significant skills which should be possessed by the employees involved atvarious operational areas, departments and job levels in retail business. the study suggest that based on the level of interaction with consumers and basic requirement of the job, skills required by the employees can be identified and existing gap can be anticipated.

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⁶Dr.manojverchese and sushilpunwatker(2013) “Employees lack in required skills: An Analysis on significant Skills reported for Employees in Organized Retail Sector & Existing Gap”, in The International Journal of research in computer application and Management, Vol. 21, No. 13.

⁷Kevin p.gallagher and timgoles (2011) studied on “the requisite variety of skills for IT professionals” this study mainly examines what are the skills needed for an IT professional in both technical and non technical ways. These findings emphasizing technical skills as a basis for valuing IT workers and other research recommending business-oriented skills only for those managing IT workers, not for IT professionals themselves. Their findings lead to the realization that in today's environment of continuous and fast-paced change, a mix of skills is essential for IT professionals.

⁸Dawn,m.Dinesh and Sandra,A.V(2001) studied on “A Study on importance of technical and non technical skills for successful IT professionals” the study implies that what are the important skills required for the students to be well versed in their ITfield.In this study they are using questionnaire method to collect the data from the professionals. this study reveals that the technical and communication skills are to be more important to get successful in it companies.

⁷ Kevin p.gallagher and timgoles (2011) “the requisite variety of skills for It professionals”, Journal of Management and Sustainability. Vol. 2, No. 1

⁸Dawn,m.dinesh and Sandra A.V (2001) “the importance of technical and non technical skills for successful IT professionals” International Journal of Business and Management; Vol. 42, No. 1,pp(65-69);

CHAPTER III

RESEARCH METHODOLOGY

3.1 TYPE OF RESEARCH:

This study is a quantitative research and hence this design was followed. Data was collected based on structured questionnaire method using purposive Random Sampling. It involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. Likert five point scale was adapted to rate the determining factors that help to determine the training in-order to enhance the students employability skills.

3.2 OBJECTIVE OF THE STUDY:

- To study the existing skills of the students at select colleges in Coimbatore.
- To identify the required skills of the HR in IT companies.
- To find the skill gap analysis between the students and the HR.

3.3 DATA AND SOURCE OF DATA:

PRIMARY DATA:

The primary data was collected from respondents by a structured questionnaire. Three types of Questionnaire were designed (students and) in a manner that it would facilitate the respondents to reveal the maximum information. Questionnaire were developed against variables like behavioural skills, professional skills, communication skills. A sample of 180 students who attended recruitment program given by Keymind Learning India Private Limited with associate partner of career excite was used for the study.

SECONDARY DATA:

The secondary data was collected from websites.

3.4 TIME PERIOD COVERED:

The duration of the research is two months.

3.5 POPULATION & SAMPLE SIZE:

KeyMind Learning India Private Limited has provided recruitment program to 10 colleges in Coimbatore. The colleges are

- Coimbatore Institute of Engineering and Technology
- Mahendra engineering college
- Nehru Institute of Technology
- Shree Nehru mahavidhyalaiya of arts and science.
- Nehru Institute of Information Technology and Management
- SNS College of Engineering
- SNS college of Technology
- KV Institute of Management and Information Studies.

So the population size for my study is 950 students.

Mahendra engineering college, SNS college of technology, Nehru institute of technology have been selected for the study through purposive sampling method.. All the 180 students are selected for the study through census method.

Census is an attempt to collect data from every member of the population being studied rather than choosing a sample.

Sample size: a sample of 180 students who attended recruitment program given by keymind learning indiaptvt ltd with association of career excite.

3.6 SAMPLING TECHNIQUE

Since the study is on quantitative research it was found to apply on using purposive Random Sampling

3.7 STATISTICAL TOOLS:

The data collected from the source and it will be analyzed and interpreted in the form of graph method the data are derived in form of statistical techniques they are

- Frequency test.

3.8 LIMITATION OF THE STUDY:

- The study, which is made on only three selective colleges in Coimbatore.
- It is not sure respondents reveals the truth
- The respondents view may change according to the company skill sets

CHAPTER 4

ANALYSIS AND INTERPRETATION

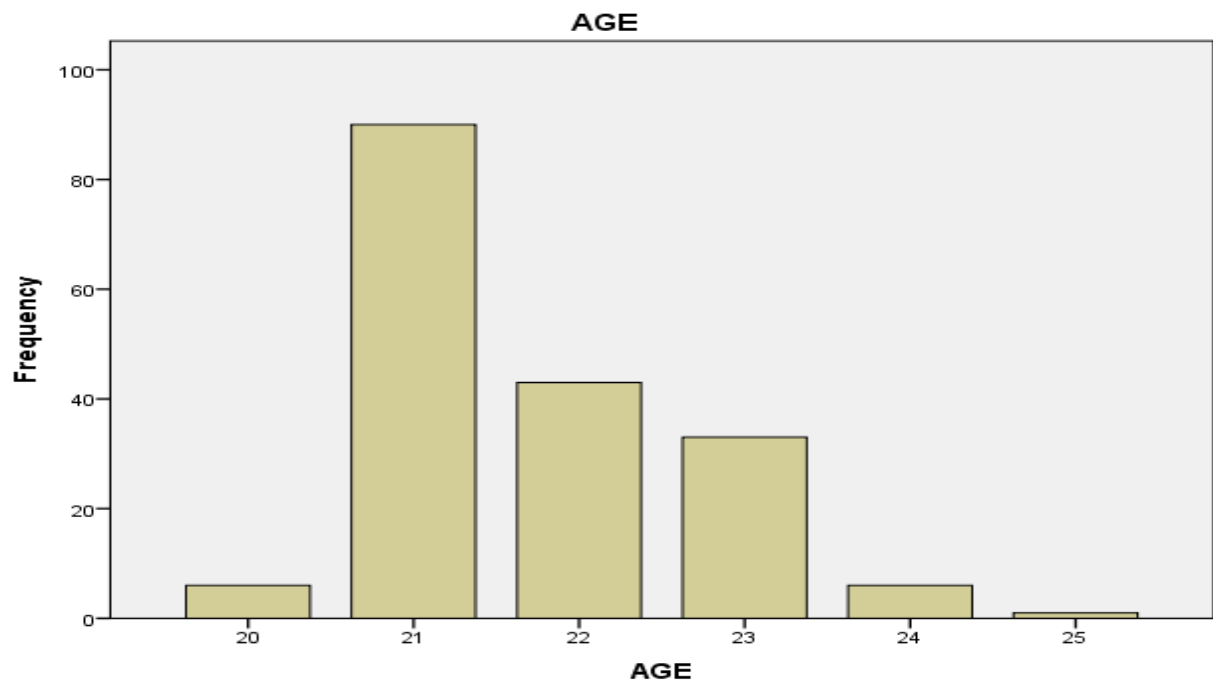
4.1 PERCENTAGE ANALYSIS:

Percentage analysis is the method to represent a raw streams of data as a percentage for better understanding for collected data.

4.1.1 CLASSIFICATION OF RESPONDENTS BASED ON AGE

TABLE 4.1.1:

S.NO	AGE IN YEARS	NO OF RESPONDENTS	PERCENTAGE
1	20	6	4.0
2	21	90	50
3	22	43	24.0
4	23	33	18.0
5	24	6	3.0
6	25	2	1.0
	TOTAL	180	100.0

CHART 1**INTERPRETATION:**

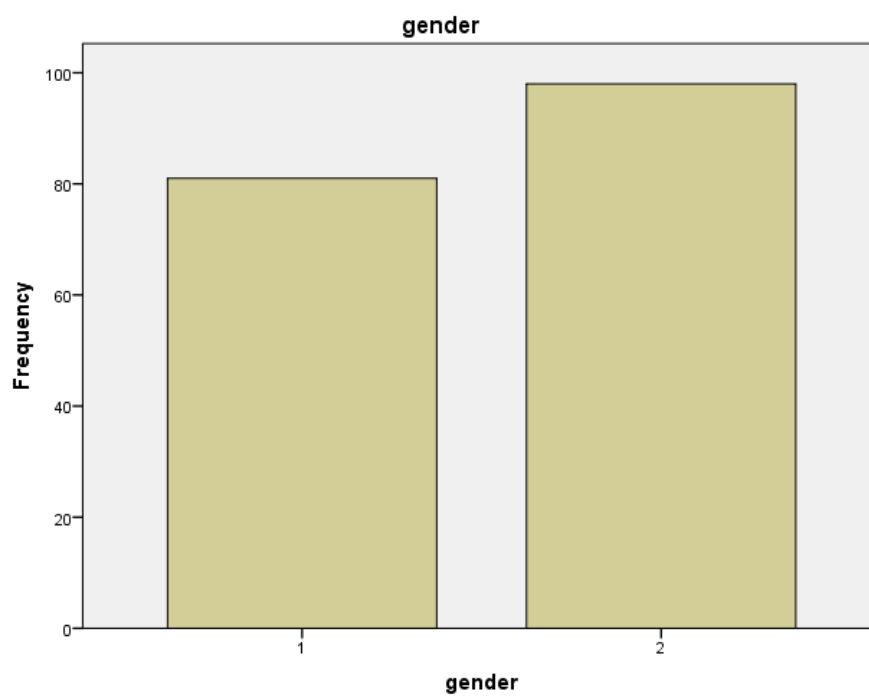
The respondents age range from 21- 25.50% of the respondents comes under the age of 21 and 23% of the samples are comes under the age group of 22. Most of the students have joined U.G right after their school and as they are final year their age will be 21.

4.2 PERCENTAGE ANALYSIS FOR GENDER

4.2.1 Classification of respondents based on gender:

TABLE 4.2.1:

S.NO	GENDER	NO OF RESPONDENTS	PERECNTAGE
1	MALE	82	45.0
2	FEMALE	98	55.0
	TOTAL	180	100.0



INTERPRETATION:

81 respondents were male with 45% and Female respondents were 98 with 54%.

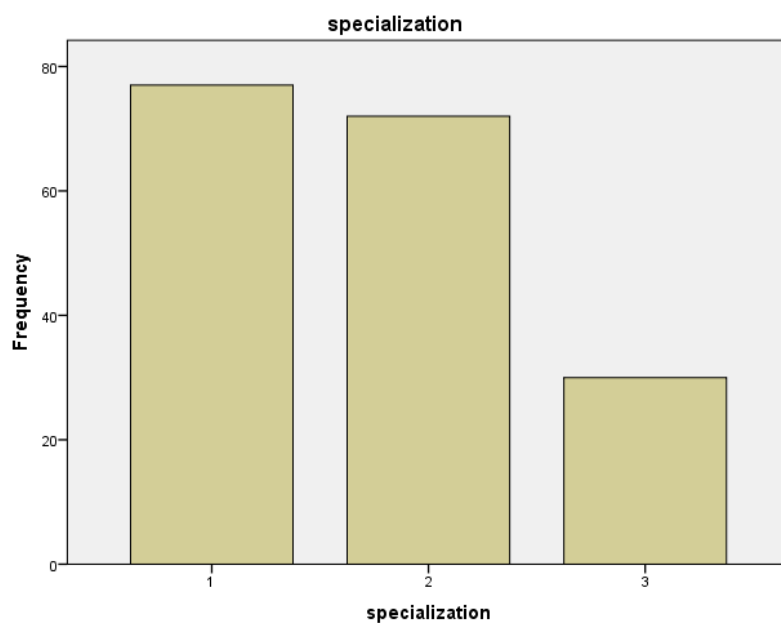
4.3 PERCENTAGE ANALYSIS FOR SPECIALIZATION:

4.3.1 CLASSIFICATION OF RESPONDENTS BASED ON SPECIALIZATION:

TABLE 4.3.1:

S.NO	SPECIALIZATION	NO OF RESPONDENTS	FREQUENCY
1	B.E(IT,C.S)	97	56
2	B.E(ECE,EEE,E&I,MECH)	83	44
	TOTAL	180	100.0

CHART 1:



INTERPRETATION:

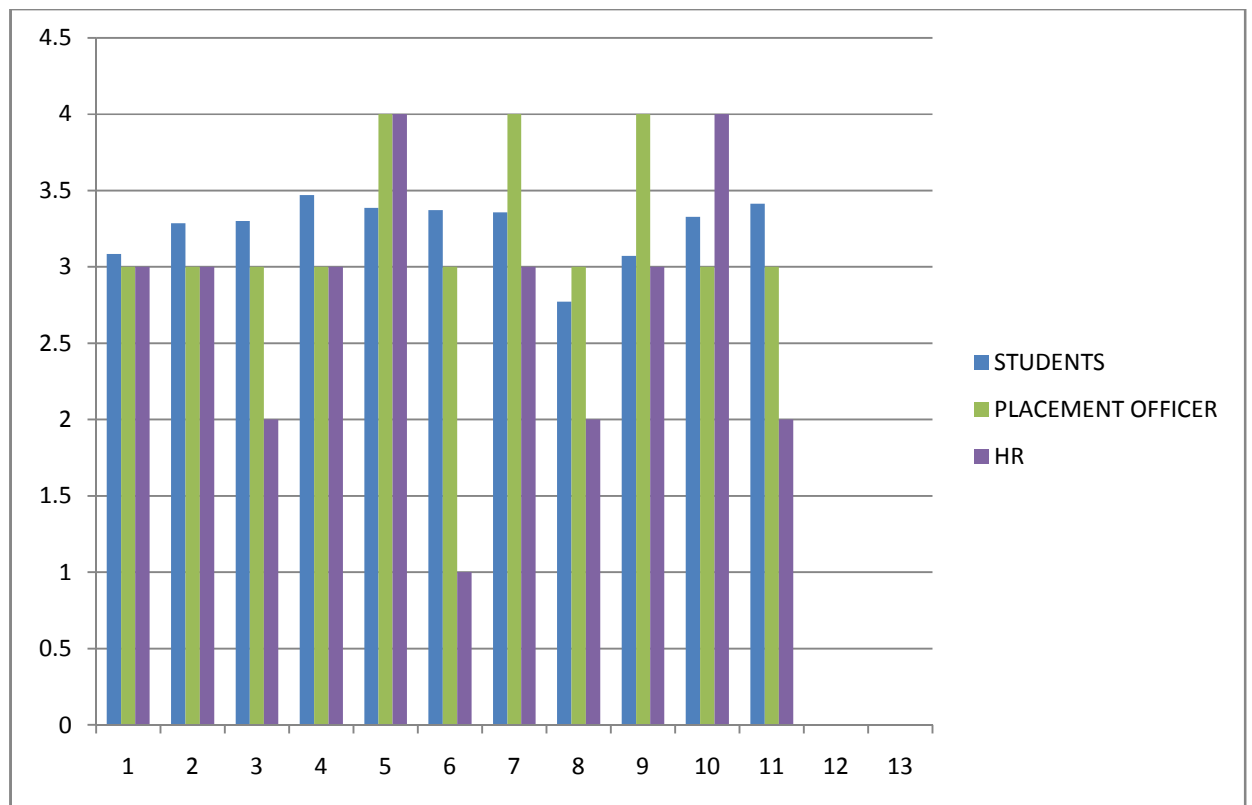
97 (56%) respondents came under the specialization of engineering with IT background and 83(44%) respondents under the category of circuit branches

4.4 TESTING THE SKILL GAP FOR THE STUDENTS, HR AND PLACEMENT OFFICER-MAHARAJA COLLEGE

4.4.1 ANALYSIS FOR BEHAVIOURAL SKILL

TABLE 4.4.1:

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	TEAM PLAYER	3.086	3	3
2	INITIATIVES	3.286	3	3
3	ADAPTABLE	3.3	3	2
4	IMPROVISING WEAKNESS	3.471	3	3
5	POSITIVE THINKING	3.386	4	4
6	OVERCOMING THE NEW CHALLENGES	3.371	3	1
7	ADAPTABLE TO CHANGING SITUATIONS	3.357	4	3
8	CONVINCING ABILITY	2.771	3	2
9	PLANNING	3.071	4	3
10	DECISION-MAKING	3.329	3	4
11	OPENNESS TO LEARN NEW THINGS	3.414	3	2

CHART 4.4.1**INTERPRETATION:**

From the table 4.4.1, it can be interpreted that the students were very low in planning skills and in convincing ability but at the same time they were very good in adapting to new situations and they were willing to learn new things.

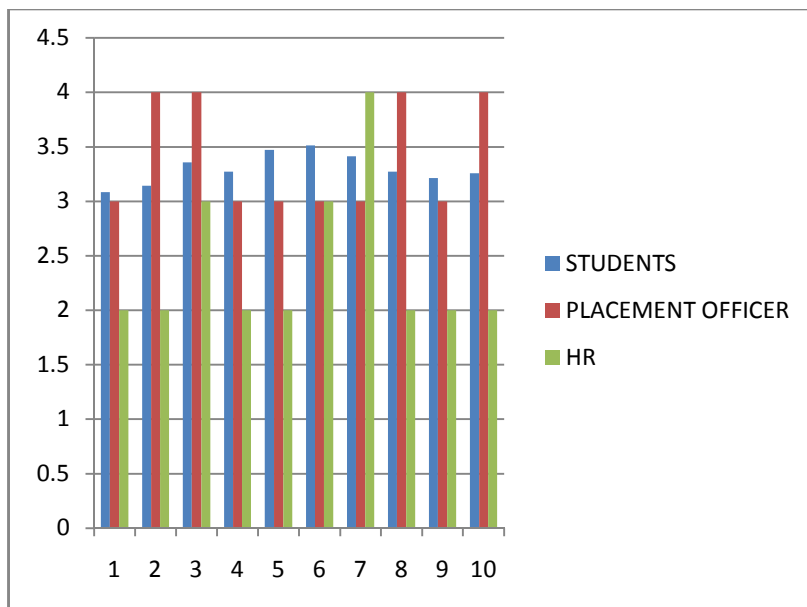
In HR perspective they were very low in adapting to the new situations, difficulties in overcoming the new situations, convincing ability and willingness to learn new things but at the same they were good in decision making and positive approach.

4.4.2 ANALYSIS FOR PROFESSIONAL SKILLS

TABLE 4.4.2

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	IDENTIFYING OPPORTUNITIES	3.086	3	2
2	PROBLEM SOLVING SKILL	3.143	4	2
3	PRESENTATION SKILL	3.357	4	3
4	NEGOTIATION	3.271	3	2
5	METHOD OF DOING THINGS	3.471	3	2
6	QUALITY	3.514	3	3
7	TIME MANAGEMENT	3.414	3	4
8	CONTEMPORARY ISSUES	3.271	4	2
9	PRACTICAL KNOWLEDGE	3.214	3	2
10	TECHNICAL CONCEPTS	3.257	4	2

Chart 4.4.2

**INTERPRETATION:**

From the table 4.4.2, it can be seen that the students were very low in problem solving skills and proactive in putting forward ideas but at the same time they were very high in concerning the quality of work and time management.

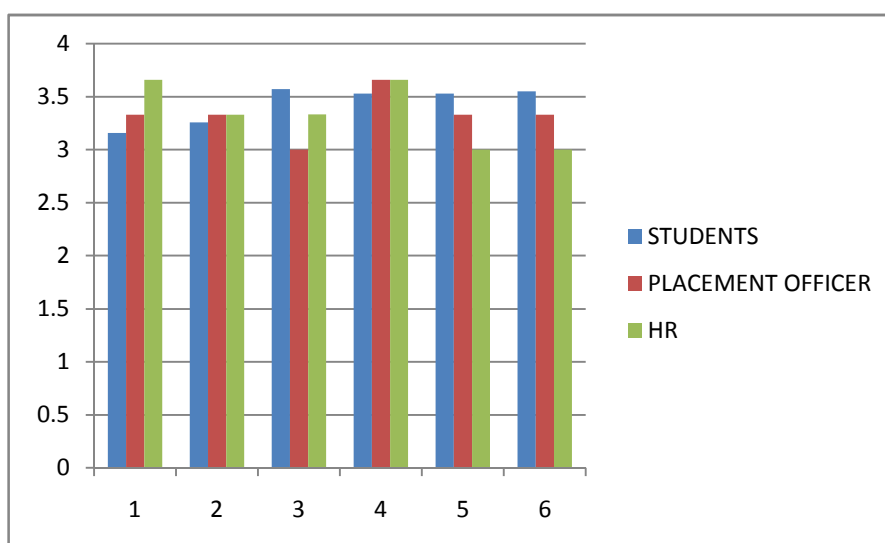
From the HR perspective, the students were lagging in all the skills except presentation skills and time management.

4.4.3 ANALYSIS FOR COMMUNICATION SKILL

TABLE 4.4.3:

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	EMAIL ETIQUETTES	3.157	3	3
2	EXPRESSION OF IDEAS	3.200	3	2
3	LISTENING SKILL	3.586	2	2
4	INTERACTION	3.600	3	2
5	BODY LANGUAUGE	3.886	3	3
6	ENGLISH FLUENCY	3.797	3	2

CHART 4.4.3



INTERPRETATION:

From the table 4.4.3, it can be interpreted that the students were very good in English fluency and making eye contacts but at the same time they were lagging in email etiquettes and expressing the ideas clearly.

In HR point of view the students were good at email etiquettes and body language but at the same time they were very low in listening skill, interacting with others and expressing the new ideas.

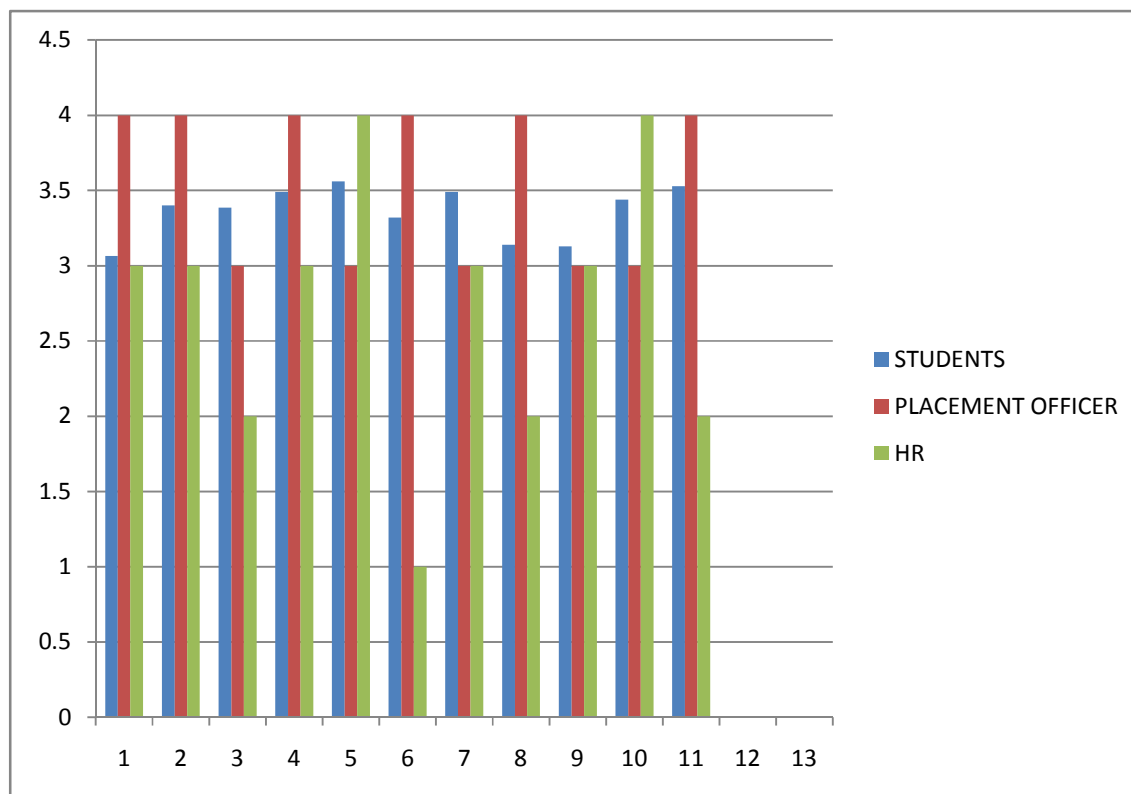
4.5 TESTING THE SKILL GAP FOR STUDENTS, HR AND PLACEMENT OFFICERS COLLEGE OF TECHNOLOGY

4.5.1 ANALYSIS FOR BEHAVIOURAL SKILLS:

TABLE 4.5.1:

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Team player	3.066	4	3
2	Initiatives	3.4	4	3
3	Adaptable	3.386	3	2
4	Improvising weakness	3.49	4	3
5	Positive thinking	3.56	3	4
6	Overcoming the new challenges	3.32	4	1
7	Adaptable to changing situations	3.49	3	3
8	Convincing ability	3.14	4	2
9	Anning	3.13	3	3
10	Deplcision-making	3.44	3	4
11	Openness to learn new things	3.53	4	2

CHART 4.5.1

**INTERPRETATION:**

From the table 4.5.1, it can be interpreted that the students were very good in taking initiatives, positive thinking, adopting to the new situations but they were very low in active team players, planning activities, convincing ability.

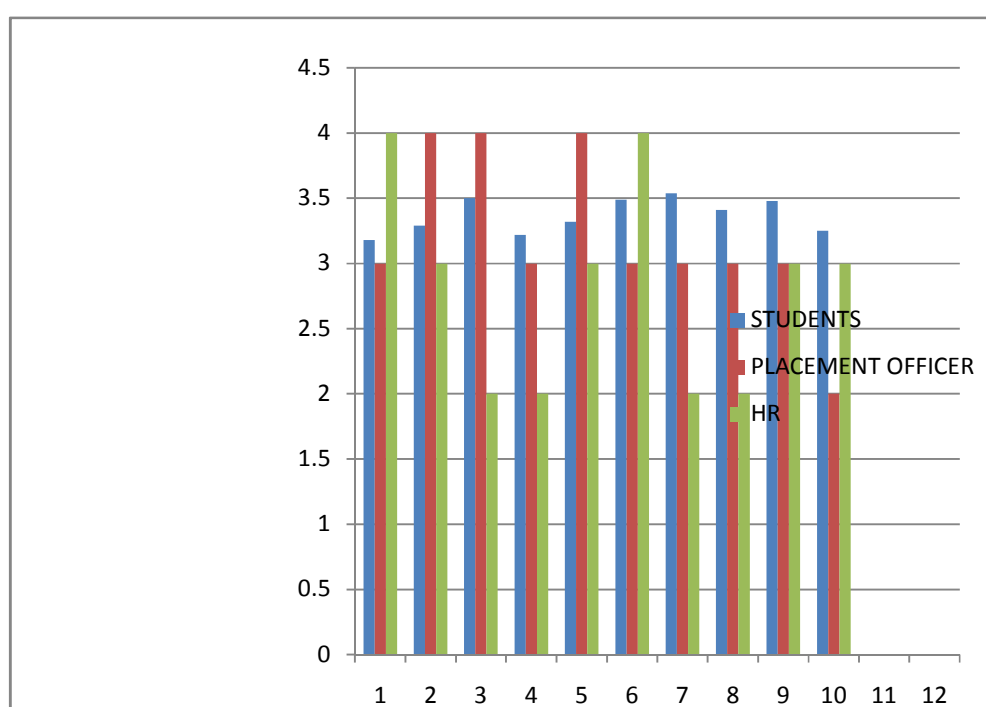
In HR perspective, it can be seen that the students were very low in openness to learn new things, convincing ability, overcoming the new challenges and adapting to new situations and they got high ranking in positive thoughts and decision making.:

4.5.2 ANALYSIS FOR PROFESSIONAL SKILLS

TABLE 4.5.2

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Identifying opportunities	3.18	3	4
2	Problem solving skill	3.29	4	3
3	Presentation skill	3.50	4	2
4	Negotiation	3.22	3	2
5	Method of doing things	3.32	4	3
6	Quality	3.49	3	4
7	Time management	3.54	3	2
8	Contemporary issues	3.41	3	2
9	Practical knowledge	3.48	3	3
10	Technical concepts	3.25	4	3

CHART 4.5.2



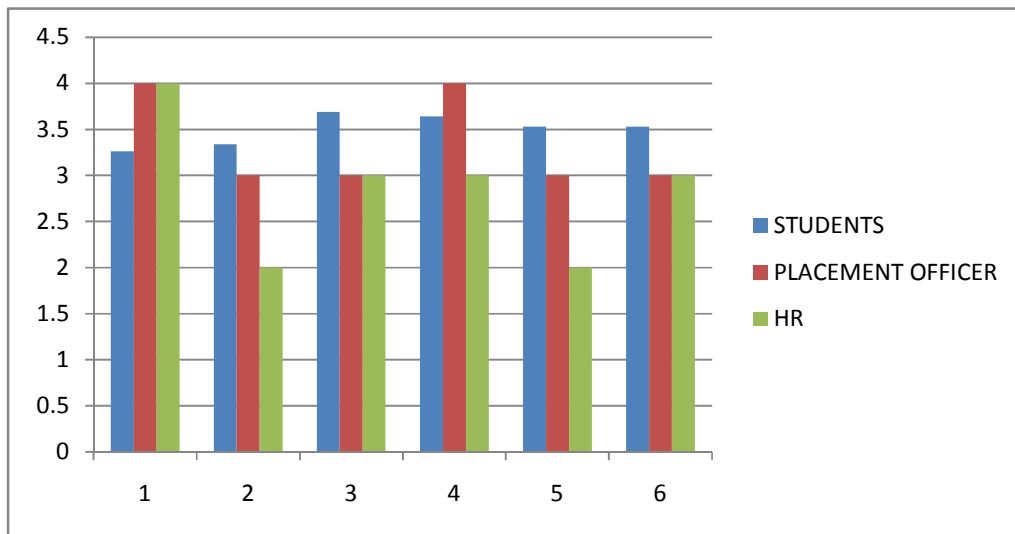
INTERPRETATION:

From the table 4.5.2 it can be seen that the students were good enough in their presentation skills, quality, time management, practical knowledge and they were lagging in their technical side, negotiations and to identify opportunities.

From the HR point of view the students got low scores in presentation skills, negotiations, time management and contemporary issues and at the same time they were good in quality of work and in identifying the opportunities.

4.5.3 ANALYSIS FOR COMMUNICATION SKILL**TABLE 4.5.3:**

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Email etiquettes	3.26	4	4
2	Expression of ideas	3.34	3	2
3	Listening skill	3.69	3	3
4	Interaction	3.64	4	3
5	Body language	3.53	3	2
6	English fluency	3.53	3	3

CHART 4.5.3**INTERPRETATION:**

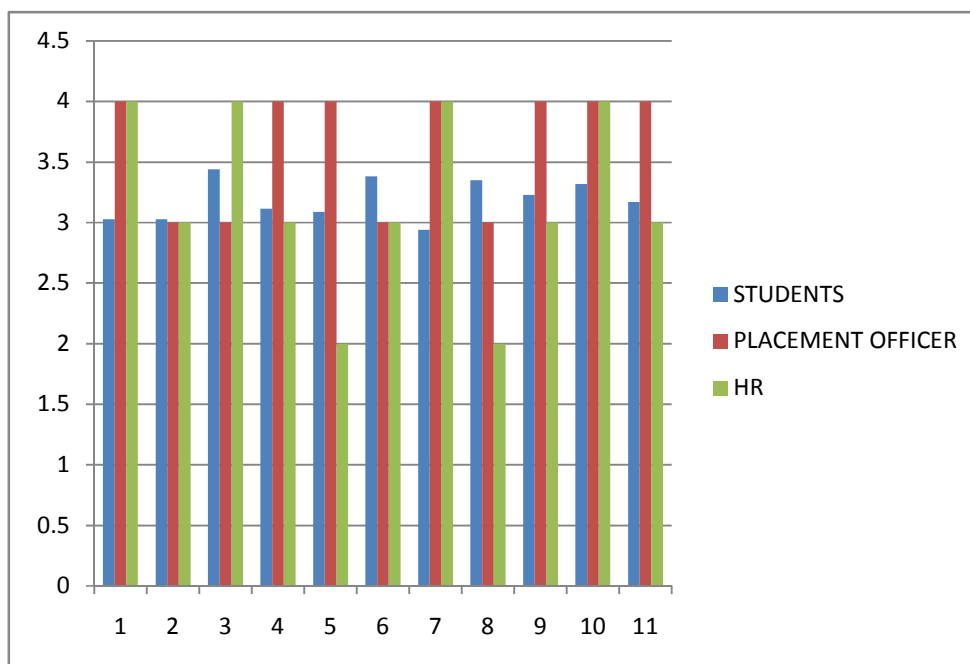
From the table 4.5.3 it can be interpreted that the students were low in their emailing etiquettes and in expressing their ideas and they were good in listening and easily interact with people. From the HR point of view it can be seen that the students were lagging in listening abilities and expression of ideas and they are good in emailing etiquettes.

4.6 TEST THE GAP FOR STUDENTS,HR AND PLACEMENT OFFICER-NEHRU INSTITUTE OF TECHNOLOGY

4.6.1 ANALYSIS FOR BEHAVIOURAL SKILLS

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Team player	3.029	4	4
2	Initiatives	3.029	3	3
3	Adaptable	3.441	3	4
4	Improvising weakness	3.117	4	3
5	Positive thinking	3.088	4	2
6	Overcoming the new challenges	3.38	3	3
7	Adaptable to changing situations	2.94	4	4
8	Convincing ability	3.35	3	2
9	Planning	3.23	4	3
10	Decision-making	3.32	4	4
11	Openness to learn new things	3.17	4	3

CHART 4.6.1

**INTERPRETATION:**

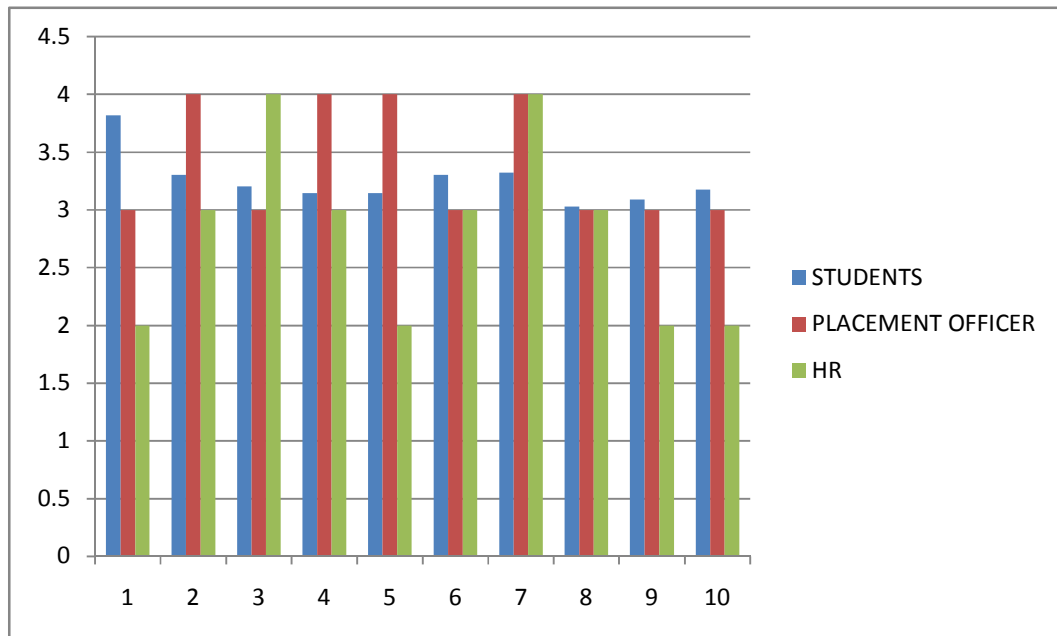
From the table 4.6.1 it can be interpreted that the students were low in team activities, looking for opportunities and adapting to changing situations and they were good in adaptable to new situations, difficulties to overcome the situations, convincing ability.

From the HR point of view the students are very good in adapting to new situations, participating in groups, adapting to changing situations and in decision making and they were very low in looking for opportunities, knowing their weakness and improvising them, positive thoughts and in convincing ability.

4.6.2 ANALYSIS FOR PROFESSIONAL SKILLS

TABLE 4.6.2

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Identifying opportunities	3.82	3	2
2	Problem solving skill	3.303	4	3
3	Presentation skill	3.205	3	4
4	Negotiation	3.147	4	3
5	Method of doing things	3.147	4	2
6	Quality	3.303	3	3
7	Time management	3.323	4	4
8	Contemporary issues	3.029	3	3
9	Practical knowledge	3.088	3	2
10	Technical concepts	3.176	3	2

CHART 4.6.2**INTERPRETATION:**

From the table 4.6.2 it can be interpreted that the students were very low in method of doing same things, negotiations, contemporary issues, practical knowledge and they were good in looking new opportunities.

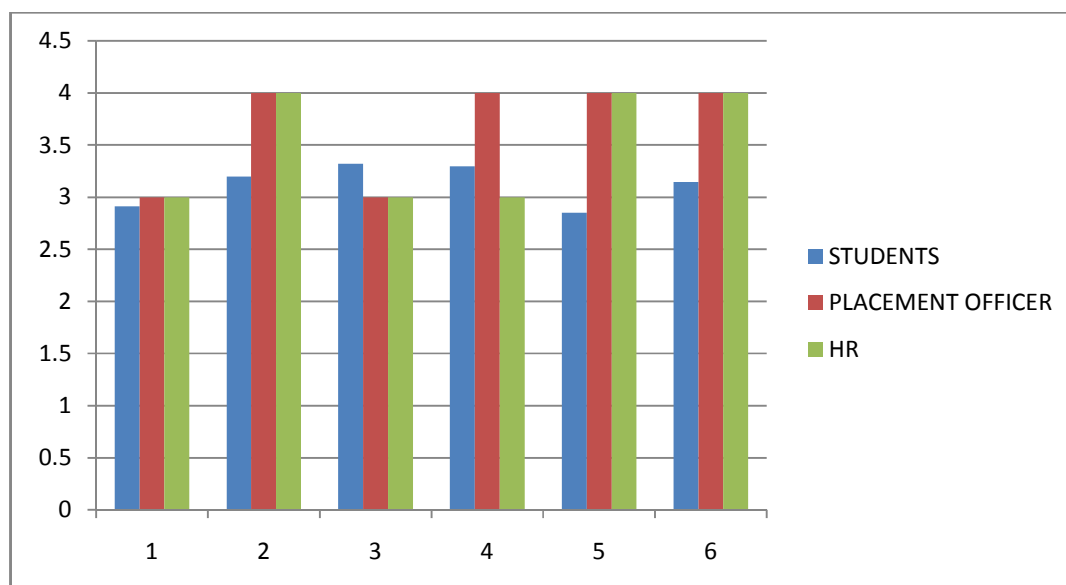
From the HR point of view the students were good in presentation skills and in time management but they were very low in looking for new opportunities, practical knowledge and in technical concepts. The students usually preferred same method of doing things.

4.6.3 ANALYSIS FOR COMMUNICATION SKILL

TABLE 4.6.3:

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Email etiquettes	2.911	3	3
2	Expression of ideas	3.20	4	4
3	Listening skill	3.323	3	3
4	Interaction	3.294	4	3
5	Body language	2.852	4	4
6	English fluency	3.147	4	4

CHART 4.6.3



INTERPRETATION:

From the table 4.6.3 it can be interpreted that the students were very low in emailing etiquettes and in their body language and they were very good in listening skills and they easily interact with people.

From the HR perspective it can be seen that they were very low in emailing etiquettes and their listening skills and they were good in expressing their ideas, body language. They were having good fluency in English.

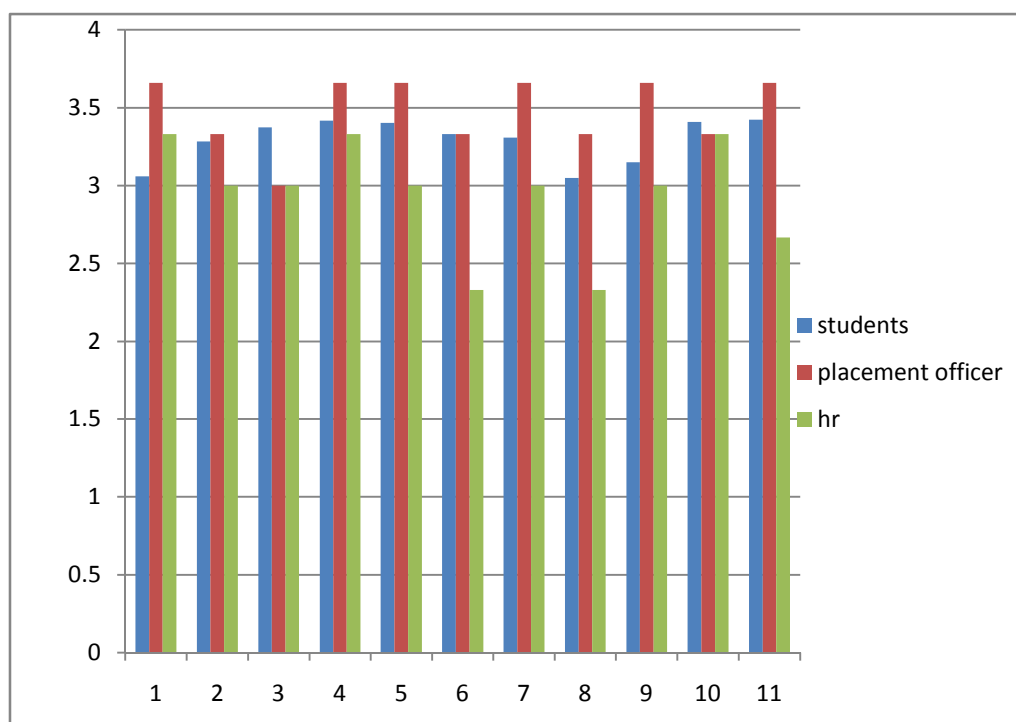
4.7 TESTING THE SKILL GAP FOR OVERALL STUDENTS, HR AND THE PLACEMENT OFFICER

4.7.1 ANALYSIS FOR BEHAVIOURAL SKILLS

TABLE 4.7.1

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Team player	3.06	3.66	3.33
2	Initiatives	3.284	3.33	3
3	Adaptable	3.374	3	3
4	Improvising weakness	3.418	3.66	3.33
5	Positive thinking	3.402	3.66	3
6	Overcoming the new challenges	3.329	3.33	2.33
7	Adaptable to changing situations	3.307	3.66	3
8	Convincing ability	3.050	3.33	2.33
9	Planning	3.150	3.66	3
10	Decision-making	3.407	3.33	3.33
11	Openness to learn new things	3.424	3.66	2.667

CHART 4.7.1



INTERPRETION

From the table 4.7.1 it can be interpreted that the students were very low in their convincing ability, team participation and in planning activities and they were good in decision making, openness to learn new things and knowing their weakness and improvise them.

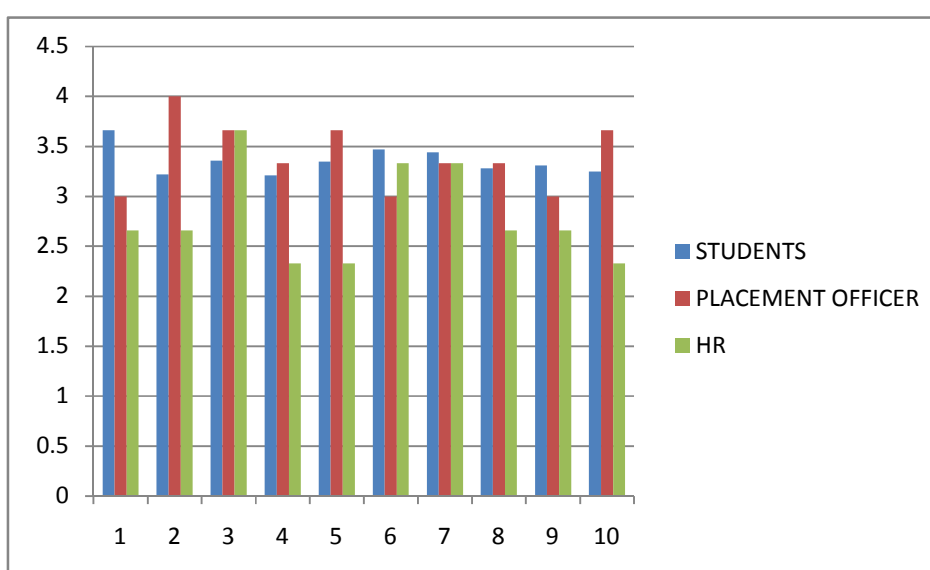
From the HR point of view the students were very low in convincing ability, difficulties in overcoming the new challenges and they were very good in decision making and in team participation.

4.7.2 ANALYSIS FOR PROFESSIONAL SKILLS

TABLE 4.7.2

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Identifying opportunities	3.66	3	2.66
2	Problem solving skilll	3.22	4	2.66
3	Presentation skill	3.36	3.66	3.66
4	Negotiation	3.21	3.33	2.33
5	Method of doing things	3.35	3.66	2.33
6	Quality	3.47	3	3.33
7	Time management	3.44	3.33	3.33
8	Contemporary issues	3.28	3.33	2.66
9	Practical knowledge	3.31	3	2.66
10	Technical concepts	3.25	3.66	2.33

CHART 4.7.2



INTERPRETATION

From the above table 4.7.2 it can be interpreted that the students were very low in problem solving skills and negotiations and they were good in looking for new opportunities, quality and in time management.

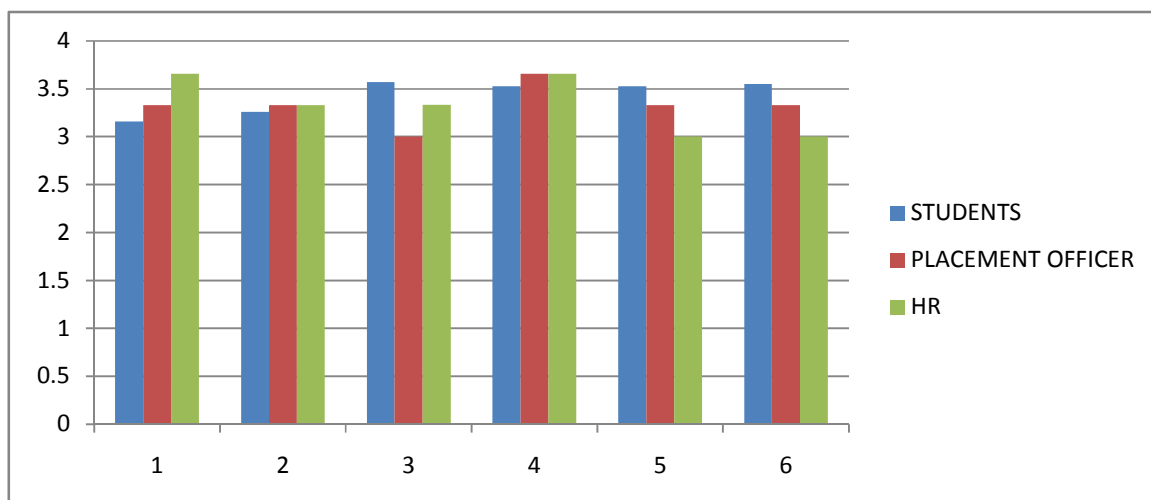
From the HR point of view the students were good in presentation skills, quality and in time management and they were very low in negotiations, technical concepts and they were following the same method of doing things.

4.7.3 ANALYSIS FOR COMMUNICATION SKILLS:

TABLE 4.7.3

S.NO	PARTICULARS	STUDENTS(MEAN SCORE)	PLACEMENT OFFICER	HR
1	Email etiquettes	3.162	3.33	3.66
2	Expression of ideas	3.268	3.33	3.33
3	Listening skill	3.57	3	3.33
4	Interaction	3.55	3.66	3.66
5	Body language	3.53	3.33	3
6	English fluency	3.55	3.33	3

CHART 4.7.3

**INTERPRETATION:**

From the table 4.7.3 it can be interpreted that the students were very low in emailing etiquettes and they fail to express their ideas in a clear manner and they were good in their listening skills, interaction with others and in their fluency.

From the HR point of view the students were very low in emailing etiquettes, they fail to interact with people, they were good in body language and in fluency.

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSIONS

5.1 FINDINGS:

From the research the following inference were found to be true.

5.1.1 PERCENTAGE ANALYSIS:

MAHARAJA ENGINEERING COLLEGE:

- Among behavioural skills the students were very low in planning skills(3.07) and in convincing ability(2.771) but at the same time they were very good in easily adaptable to new situations(3.33) and they were willing to learn new things(3.4).
- In HR perspective they were very low in adapting to the new situations (2.00),difficulties in overcoming the new situations(1.00),convincing ability(2.00) and willingness to learn new things(2.00) but at the same they were good in decision making(4.00) and positive approach(4.00).
- Among professional skills the students were very low in problem solving skills(3.143) and proactive in putting forward ideas(3.086) but at the same time they were very high in concerning the quality of work (3.514) and time management(3.471).
- From the HR perspective,the students are lagging in all the skills except presentation skills (3.00) and time management (4.00).
- Among communication skills the students were very good in English fluency(3.797) and in their body language(3.886) but at the same they were lagging in emailing etiquettes (3.157) and expressing the ideas clearly(3.200).
- From the HR point of view the students were good at emailingetiquettes(3.00) and body language(3.00) but at the same time they were very low in listening skill (2.00),interacting with others(2.00) and expressing the new ideas(2.00).

SNS COLLEGE OF TECHNOLOGY:

- Among behavioural skills the students were very good in openness to learn new things(3.53),positive thinking(3.56), adapting to the new situations(3.49) but they were very low in active team players(3.066),planning activities(3.13),convincing ability(3.14).
- From the HR perspective,it can be seen that the students were very low in openness to learn new things(2.00),convincing ability(2.00),overcoming the new challenges(1.00) and adaptable to new situations(2.00).They got high ranking in positive thoughts(4.00) and decision making(4.00).
- Among professional skills the students were good enough in their presentation skills(3.5),quality(3.49),time management(3.54),practical knowledge(3.48) and they were lagging in their technical side(3.25), negotiations(3.22) and to identify opportunities(3.18).
- From the HR point of view the students got low scores in presentation skills(2.00),negotiations(2.00),time management(2.00) and contemporary issues(2.00) and at the same time they are good in quality of work(4.00) and in identifying the opportunities(4.00).
- Among communication skills the students were low in their emailing etiquettes(3.26) and in expressing their ideas(3.34) and they were good in listening(3.69) and easy interaction with people(3.64).
- From the HR point of view it can be seen that the students were lagging in body language(2.00) and expressing their ideas(2.00) and they are good in emailing etiquettes(4.00).

NEHRU INSTITITUE OF TECHNOLOGY:

- Among behavioural skills the students were low in team activities(3.029), looking for opportunities(3.029) and adapting to changing situations(2.94) and they were good in adapting to new situations(3.441), difficulties to overcome the situations(3.38), convincing ability(3.35).
- From the HR point of view the students were very good in adapting to new situations(4.00), participating in groups(4.00), adapting to changing situations(4.00) and in decision making(4.00) and they were very low in looking for opportunities(3.00),

knowing their weakness and improvising them(3.00), positive thoughts(2.00) and in convincing ability(2.00).

- Among professional skills the students were very low in method of doing same things(3.147), negotiations(3.147), contemporary issues(3.029), practical knowledge(3.088) and they were good in looking new opportunities(3.82).
- From the HR point of view the students were good in presentation skills(4.00) and in time management(4.00) but they were very low in looking for new opportunities(2.00), practical knowledge(2.00) and in technical concepts(2.00).The students usually preferred same method of doing things(2.00).
- Among communication skillsthe students were very low in emailingetiquettes(2.911) and in their body language(2.852).They were very good in listening skills(3.323) and easy interaction with people(3.294).
- From the HR perspective it can be seen that they were very low in emailingetiquettes(3.00) and their listening skills(3.00). They were good in expressing their ideas(4.00) ,body language(4.00).They were having good fluency in English(4.00).

OVERALL FINDINGS:

- Among behavioural skills, the students were very low in their convincing ability(3.050),team participation(3.06) and in planning activities(3.150). They were good in decision making(3.407),openness to learn new things(3.424) and knowing their weakness and improvise them(3.418).
- From the HR point of view the students were very low in convincing ability(2.33),difficulties in overcoming the new challenges(2.33) and they were very good in decision making(3.33) and in team participation(3.33).
- Among professional skills the students were very low in problem solving skills(3.22)and negotiations(3.21) and they were good in looking for new opportunities(3.66),quality (3.47)and in time management(3.44).
- From the HR point of view the students were good in presentation skills(3.66),quality(3.33) and in time management (3.33).They were very low in negotiations(2.33), technical concepts(2.33) and they were following the same method of doing things(2.33).

- Among communication skills the students were very low in emailing etiquettes(3.162) and they fail to expressing their ideas in a clear manner(3.268) and they were good in their listening skills(3.57),interaction with others(3.55) and in their fluency(3.55).
- From the HR point of view the students were very good in emailing etiquettes(3.66) and easy interaction with people(3.66) and they were low in body language(3.00) and in English fluency(3.00).

SUGGESTIONS:

From the study the following suggestions:

1. Extra practical activities should be included which can easily develop their own ideas.
2. They should have English Training classes, so that the students feel comfortable to communicate in English with others.
3. Seminars from the outside industry people would be good enough to gain knowledge to develop the concepts.
4. Its suggestthe trainer to develop the problem solving skill.
5. From the anaslysis it is found that most of the students were lagging in their professional skills. The colleges and the company can give training to the students mainly to develop these skills.
6. From the analysis of skill evaluation checklist, training should be improved as per the findings.
7. To improve the problem solving skills the trainers can give many case studies and ask them to give ideas regarding how to solve the situation in the case. That may increase their Problem Solving skills.
8. To improve their Communication skill they can ask the students to conduct many group discussions, speaking in English with the peers may increase their Communication skills.
9. To improve leadership of the students they can be given responsibilities and roles to be taken. They may be given chances to take up responsibility to conduct an activity by their own.
10. To improve their skills in identifying opportunities they can make them to attend many inter college meet,also the colleges can provide guest lectures and form many student association clubs.

11. To overcome the complex situations,colleges can be given responsibilities where they have to manage both the management and their class. They can give some typical tasks to get the solutions.
12. To improve their skills in technical concepts they can be asked do some research on a specific topic. Colleges can provide some technical concepts classes and they should conduct some application classes.
13. To improve students team participation,the colleges can give tasks to the students and make them to work in team.
14. To improve the students planning activity,colleges can give some ideas and make them to plan in a proper manner that may increase the planning skills of the students.
15. Colleges can organise some of the guest lectures which is related to the current issues. It make the students to think and develop new ideas.
16. Trainers should conduct some of the group activities and make them to present on behalf of everyone. It may increase the students presentation skills and their body language.
17. To improve their gestures,they can be asked to given a speech in front of the class that may make them to feel confident and they develop their gestures.

CONCLUSION:

In every organization, the recruiters are expecting the more skilled freshers or employees for their job. So, HR will expect high skills from the students. Therefore, it is necessary that they are trained on a daily basis to get the best out of them. In this project we have chosen certain variables based on to find the skills to improve the students skills. It is found that the students were lagging in certain skills and the colleges need to improvise on it. According to this key mind learning should give training to the students those who are lagging in their skills by that students can develop their skills and get employed in well esteemed IT companies. Certain gaps are found through analysis in the variables that are taken for consideration. Thus in order to make this Training program effective, these gaps is to bridge by improving the training process, so that the ultimate goal of the Training program is achieved.

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