

Pre-Requisite of Trainings from Engineering and Management Student's Perspective

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Abstract: In today's competitive world, many graduates and postgraduates are having a problem in choosing a right career path for themselves. Now-a-days a large portion of the employer is looking work involvement as necessary part in the representative, with the goal that they can do their activity successfully.

A Training and Placement cell in the universities/colleges is viewed as a method for making graduates and postgraduates increasingly employable after their finishing of degree by creating work environment aptitudes sets, supplementing scholastic learning and giving important presentation to the workplace. This paper looks at the upsides of Trainings for the students, university/college and potential business. The paper gives instances of the Training finished during the positions and student's reflections on the Training background.

Keywords: pre-requisite, training

1. Introduction

A. Benefits of Trainings

A student training is an open door by which an understudy will embrace a typical activity with an association for a time of six months or two months which is generally paid. The six months training regularly happens in the last semester of a four-year degree course and two months training in postgraduate courses beginning from third semester and fifth and sixth semester in four-year degree course to actualize and build up the abilities learnt in the initial three years of graduation and one year in advanced education.

Trainings offers students the chance to find out about the dispositions of the association for which they are working and to relate these frames of mind to information and abilities learnt as a major aspect of his/her degree. Just as creating nonexclusive abilities, these preparations' encourages the students to choose which master way, assuming any, they wish to trail after their completion of degree.

Training is in reality creating in beneficiary any aptitudes and learning that identify with explicit helpful skills. Training has explicit objective of improving one's ability, limit, efficiency and execution. Nonetheless, the reason for position is to fit the candidate to the activity request. The situation likewise distinguishes the gifted and qualified experts before they complete their instruction. It gives business chances to the students who are seeking after or are in the last phase of finishing the course. This procedure undoubtedly diminishes

the ideal opportunity for an industry to pick the competitors as indicated by their need.

Trainings gives students' proficient direction' and expert socialization (the learning of how an association functions and its representatives interface), which must be picked up in the workplace as opposed to being something that can be instructed. Key directors, enrollment work force and ongoing alumni respect course-connected trainings and temporary jobs as a significant, if not urgent, component in the undergrad and postgraduate experience (Blackwell et al., 2001). Colleges and Universities perceive that graduates going into the trainings should be adaptable and ready to adapt and react to the changing complexities of business life (Morgan and Turner, 2000). According to the careers service at the University of Leeds, "employers often define their own personal success less in terms of the relevance and grade of their university degree than in terms of personal effectiveness and transferable generic skills such as team working, self-management, problem solving and learning skills combined with a determined hard working and pragmatic attitude" (Hogg, 1998 Hogg. J). According to Lock, Bullock, Gould and Hejmadi (2009) explained strengthening the relationship between industry and higher education can boost the economy and enhance the quality of workforce. A good degree leading to a satisfying career is a major aspiration. The Placements in the working environment improved the comprehension of vocation decisions and have given an unmistakable connection among hypothesis and application. The fundamental advantages of placements are enhancements in close to their own transferable abilities, for example, group working, correspondence and learning aptitudes. Students who have experienced the position during their scholarly sessions have improved correspondence, collaboration, time the board and systems administration aptitudes, just as expanded certainty, development and autonomy. Students likewise found that in the wake of coming back from positions they can give introductions in an expert way, they adjust better to troublesome circumstances, created critical thinking aptitudes, thinks fundamentally and value the more extensive estimation of what they were being instructed at college/university. Karim & Li, Su. (2012) stated that the basic aim of the internship program or training is to make them industry ready. Students can adapt some positive learning experience like oral

presentation, writing skills and learning to team approach, all these qualities will increase employment aspect in the times to come. There is a need of a well-structured industrial-internship program, and this can be done if both the industry and the universities/colleges work with each other to create an overall industrial internship program that will give a technical experience and knowledge to the students. Patel, Brinkman & Coughlan (2012) evaluated that those students who have done their trainings or placements during their study gain higher academic standards in similarity to those who has not done any trainings or placements, students who have done trainings or placements has obtained a higher class of degree, have a higher rise in their marks in the final year, and are more superior in case of skills which are generally required by the industries.

2. Research Methodology

This paper is mainly considering the importance of training as a part of curriculum for the engineering and management students of Haryana. The paper is focusing on the training as a part of curriculum of the students like as advantages of training, challenges in training, scope of training in future placements. The paper reviewed from the questionnaire prepared, different journals, books, reports and websites which are most important source of study. The paper covers wide collection of academic literature on the importance of training in the curriculum. The present study is descriptive and qualitative in nature and based upon primary and secondary data.

3. Results

The world today is hub of a vast market with the greatest challenges. To get employment in this competitive age, it is important to be updated of the constant demand and changes occurring in business, industry and the economy. This has resulted in a spurt in engineering and management colleges primarily in the private sector. In spite of this, industry pioneers whine about the non-attendance of value specialists and supervisors for their industry. This is joined by critical joblessness rates among graduating engineers and manager’s understudies. Then Prime Minister Sh. Manmohan Singh Ji also made a statement in 11th plan meeting that India is producing 3.5 lakhs to 4 lakhs engineers annually but their employability is very poor. According to the report, career guidance and career counseling services were absent in any form in most of the institutions. Indeed, many institutions did not even have a training and placement officer, who is traditionally, in the Indian context, supposed to look after placement of students for short-term practical training and in jobs. The majority of Indian technical institutions did not have the benefit of campus recruitment. There is, no doubt, been some changes in the position since the 1988 report. The All India Council for Technical Education (AICTE) guidelines on the subject and other reasons have prompted more and more institutions to either set up or strengthen the Training and Placement Departments or Training and Placement Units/Sections at all

levels. Thus the present study has been planned to meet out the above said challenges and avenues in training and placement of engineering and management students in Haryana and to incorporate all the suggestions to build up a system in order to approach a suggestive solution.

Table 1
Invitation to Industry Experts

Industry Experts	Frequency	Percent
Yes	73	65.2
May Be	19	17.0
No	15	13.4
NA	5	4.5
Total	112	100.0

Source: Primary Data

Table 1, explains the industry experts from outside invited by an institute from time to time for the students learning. 65.2 percent institutes agree that they have invited the industry experts while 13.4 percent do not invite experts from industry. 17 percent institutes are confused about the industry experts’ invitation. 4.5 percent institute believe that the do not have any need of industry experts in their respective institutes. So it can be said that majority 65.2 percent institute believe in inviting industry experts from outside for the students’ benefit.

Table 2
Number of Invited Experts from the Industry

Expert Invited	Frequency	Percentage
0-5	42	37.5
6-10	33	29.5
More than 10	28	25.0
None	9	8.0
Total	112	100.0

Source: Primary Data

Table 2 describes that how many experts were invited by an institute in last year on the basis of frequency and percentage. 37.5 percent institutes invited 05 experts in their institute in the last year followed by 6-10 and more than 10 experts respectively 29.5 and 25 percent. Only 8 percent institute don’t invite any experts in their institute. So it can be said that most of the institute invited experts on the regular basis in their institute for the growth of students.

Table 3
Benefits of lectures given by the Industry experts for the Training & Placement

Benefits	Frequency	Percentage
Very Good	45	40.2
Good	53	47.3
Poor	10	8.9
Very Poor	4	3.6
Total	112	100.0

Source: Primary Data

Table 3 describes the benefits of lectures given by the Industry experts for the Training & Placement Perspective point of View for the students. 47.3 percent institute teachers/TPOs believes that lectures provided by industry experts are good for

students. 40.2 institute believes that these lectures provided by industry experts are very good means beneficial for the students for their overall growth and prove helpful in training and placement activities. The table clearly suggests that such lectures are of immense help for the stake holders.

Table 4
Implementation of Expert's Advice

Expert Advice Implementation	Frequency	Percentage
Yes	50	44.6
No	16	14.3
May Be	36	32.1
NA	10	8.9
Total	112	100.0

Source: Primary Data

Table 4 portrays that expert advice given by the experts were implemented by the teachers and TPOs in their respective colleges/universities. 44.6 percent agree that they implement the expert's advices and inputs in their college/university for the growth of students. 32.1 percent are confused about the decision how to implement and are not in a position to explain. 14.3 percent agree that they have not implemented the expert's advices in their institutes. 8.9 percent respondents believe that they do not need any expert's advice or any kind of inputs in their institutes. So it can be said that majority of institutes implements the expert's advices in their organizations, however table reflects that it is a neither of serious concerns for those who either do not implement or confused about the inputs.

Table 5
Frequency of Visits in the Industry for Training and Placements

Industry Visit	Frequency	Percentage
0-10	48	42.9
11-20	21	18.8
More than 20	23	20.5
NA	20	17.9
Total	112	100.0

Source: Primary Data

Table 5 reveals that how many times in last year educational organizations have visited the Industries for the Training & Placement of the students. 42.9 percent teachers and TPOs agree that their institute visited industry 0-10 times for the training and placement of the students. 20.5 percent agree that they visited 11-20 times in the industries for students training and placement followed by 11-20 times with the percentage of 18.8. 17.9 said that they do not need to visit the industries for the students training and placement. From the table it can be said that majority of the educational institutes visited the industries for the training and placement of the students.

Table 6
Perception regarding the benefits of Industrial Visits (Source: Primary Data)

Industry Visit Benefits	Frequency	Percentage
Very Good	31	27.7
Good	61	54.5
Poor	15	13.4
Very poor	5	4.5
Total	112	100.0

Table 6 reflects the benefits of industrial visits by the students on the basis of frequency and percentage. 54.5 percent institutes perceive that the visit of industry is good for the students' growth and knowledge perspective. 27.7 educational institutes agree that industrial visit is very good for the overall learning growth of the students. 13.4 percent respondents have poor opinions about such visits and 4.5 percent respondents have almost negative feelings. However, in larger perspective, respondents have positive perception for such visits.

Table 7
Support of entire staff for the purpose of Training and Placement activities

Support	Frequency	Percentage
Yes	66	58.9
No	19	17.0
May be	21	18.8
NA	6	5.4
Total	112	100.0

Source: Primary Data

Table 7 explains about the support from the staff, teachers and higher authority when it comes to the Training & Placement activities of the students. 58.9 percent respondents agreed that they got full support from the staff, teachers and higher authority. 17.0 percent respondents admitted that they do not get full support from the staff, teachers, and higher authority. 18.8 percent respondents provided positive note on this issue. 5.4 percent respondents agreed that they do not need any kind of support from the staff, teachers and higher authority. From the table it can be said that most of the organization's get full support from the staff, teachers and higher authority when it comes to the Training & Placement activities of the students.

Table 8
How much effort does your Training and placement Cell puts in to get your internship/summer training/placements

TPO Efforts	Frequency	Percentage
100	42	18.1
75	64	27.6
50	37	15.9
25	45	19.4
No effort at all	44	18.9
Total	232	100.0

Source: Primary Data

Table 8 represents the efforts of the training and placement cell in getting the internship/summer training/placements. According to the table most of the respondents agree with the efforts of training and placement cell, while 18.9 percent respondents disagree with the efforts of training and placements cell in getting intern ship/summer training/placement.

Table 9
Efforts of the Students in Training and Placement Cell

Students Efforts	Frequency	Percentage
100	30	12.9
75	66	28.4
50	69	29.7
25	38	16.4
No efforts at all	29	12.5
Total	232	100.0

Table 9 represents the students’ efforts for training and placement cell in getting the internship/summer training/ placements during the graduation period. According to the table most of the respondents agree with the efforts of students given to the training and placement cell, while 12.5 percent respondents disagree with the efforts of students given to the training and placements cell in getting interne ship/summer training/ placement.

Table 10
Level of satisfaction with the Current Syllabus

Syllabus Satisfaction	Frequency	Percentage
Yes	89	38.4
No	100	43.1
May Be	43	18.6
Total	232	100.0

Source: Primary Data

Table 10 explains students’ satisfaction level with the current syllabus of your course in your university/college on the basis of percentage and frequency. Majority students 43.1 percent are not satisfied with the current syllabus taught in their college/University. 38.4 percent students are satisfied with the syllabus whereas 18.6 percent students are confused on this aspect. It can be said that most of the students are not satisfied with syllabus that is taught in colleges/universities.

4. Conclusions

Employment among the educated in India and elsewhere presents a paradoxical situation. On one hand, there is no dearth

of educated youth and on the other hand, there is critical shortage of various skills. This situation can, however, be corrected with appropriate strategy for bridging this gap. Considering the above said facts, the Trainings proves to be one mechanism that can procure information on the skills needed and suitable re-constructing done to sensitize the educated youth for tailor-made skills for jobs in the market. It has been found that Curriculum of the course should be as per the current industry standards, more efforts should be given to Industry – Academia partnership. It is also observed during the study that more emphasis should be given on Practical/Technical trainings rather than Theoretical teachings.

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