CHAPTER VI
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION
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6.1. INTRODUCTION

This chapter includes the data analysis and the interpretations as findings of the study are presented in the first part. It is followed by the suggestions and recommendations to improve the learning and employability of the engineering graduates in the sample area. The third part of the chapter is presented the consolidation of findings, suggestions in the form of conclusion. The later part of the chapter deals with the social implications of the survey, Overview of the study and future research opportunities in research in the case of the technical graduates in the sample area and in the country at large.

6.2 FINDINGS OF THE STUDY:

6.2.1. Demographic and Socioeconomic Profile of the Respondents

i. **Gender:** From the study it is observed that the male students represent 58.6 percent and female students are 41.4 percent.

ii. **Stream of Study:** The majority of the students in the engineering colleges in the sample area are from ECE (28.5%) and CSE (27.6%). The least percentage of the students are from Mechanical Engineering and an Automotive Engineering branch with 7.5% of the sample.

iii. **Medium of Study:** 49.8% of the students from engineering colleges in the sample have completed their previous study in English medium schools, 31.2% are from Telugu medium and 19 percent are from other languages (In Hyderabad region Hindi and Urdu medium are available).

iv. **Nativity:** It is noticed that, 57.9 percent of the students studying in the engineering colleges in the sample area are local and 28.7 percent is from non local and 13.3 percent are foreigners/NRI students. In case of local students, the familiarity of the place and adjustability to the environment and accessibility to the additional training and development facilities can definitely help to improve the employability skills.
v. **Mother Tongue:** It is observed that 37.6 percent of the students from engineering colleges belong to Telugu as mother tongue, 22.9 percent reported as Hindi/Urdu as mother tongue, 13.6 percent are Tamil and Kannada reported as mother tongue, 11.1 percent reports, Malayalam as mother tongue, and 14.9 percent reported as foreign language/Others. Knowing multiple languages is the strongest skill to get employment.

vi. **Place of Living:** The study indicates that 35.5 percent of the students studying in engineering colleges are from semi urban areas covering in greater Hyderabad limits, 25.6 percentage of the students are coming from rural areas, 21.3 percentage is coming from urban areas and 17.6 percent is coming from the metro area. The students in metro areas may have a demographic advantage to join value addition, courses and improve the additional skills required for the industry.

vii. **Language used to Learn:** The language used to learn by the engineering graduates in the sample are observed as 52.7 percent using English as a medium to learn, 30.1 percent uses mother tongue, and 17.2 percent uses vernacular (Hindi/Urdu) as a medium to learn and share information. This will have considerable impact on the presentation and expression skills of the students.

viii. **Source of Learning:** It is noticed that 36.2 percent of the engineering students in the sample prefer to learn from teacher, 27.1 percent prefers friends and study group, 16.1 percent prefer tuition center, 10.4 percent prefers self learning from books, and 10.2 percent prefer learning through internet and online sources. This clearly indicates that, there is no better alternative to teacher in learning.

ix. **Nature of Subjects students prefer:** It is observed that 34.6 percent prefer application oriented subjects, 21.5 percent of the students prefer adventure and mind blowing subjects in the curriculum, 20.1 percent prefer theory oriented subjects, 12.7 percent prefer practical subjects, 11.1 percent prefer creative and innovative subjects in the sample. This clearly indicates the need for revamping the engineering course curriculum and set on par with the industry requirements by adding more number of application oriented subjects.
x. **Average Academic Score:** From the primary data, 37.6 percent of the engineering students are from the B-grade score, 23.1 percent belongs to C-grade, 14 percent of them are belongs to D-grade and 11.3 percent of the students are having E grade. It is also observed that only 14 percent of the students only in A grade academic score in the sample.

### 6.2.2 ROLE OF PARENTAL DEMOGRAPHICS

i. **Parent’s Qualification:** It is observed that 31.9 percent as Intermediate/HSC as the parental qualification, 21.9 percent indicated No formal qualification, 16.3 percent of the parents are undergraduates, 13.3 percent of the parents are holding a post graduate degree and 16.5 percent of the parents are professionals/Doctorates.

ii. **Occupation of Parents:** It is noticed that 27.1 percent of the parents are farmers, 26 percent is salaried class, 15.4 percent are businessmen, 21.9 percent are professionals, and 9.5 percent are landlords in the sample. This indicates that, parents hailing from an agriculture background are more preferred group to join engineering courses and to make out their career.

iii. **Number of Siblings:** It is identified that 34.4 percent of the students reported that the number of sibling in the family are two, 26.5 percent reported as one sibling, 20.4 percent of the sample reported as three siblings, and 18.8 percent of the respondents reported as above three siblings.

### 6.2.3 ROLE OF STUDENT PREFERENCES AND LEARNING HABITS

i. **Earlier School of Study:** From the primary data, it is observed that 50 percent of the students are from aided or private self financing college, 29.6 percent are from corporate residential colleges and 20.4 percent are from government colleges.

ii. **Learning Habits:** It is noticed that 51.6 percent of the students prefer to learn applied and practical learning, 23.5 percent prefer to learn by observation, 12 percent of the students prefer visual sources, and 12.9 percent prefer to learn from teaching and reorientation method. This can help in understanding the
concepts in a practical manner and improves the application oriented knowledge and decision making capacity.

iii. **Pedagogy:** The preferred method of pedagogy of the students is 49.8 percent of the students prefer group discussion method, 38 percent prefer individual focused method and 12.2 percent prefer role play method. The pedagogy methods should be customized from time to time.

iv. **Time of Study:** Time of study preferred by students are 14.3 percent of the students prefer to study during early morning hours, 24 percent prefer to study in the morning hours, 11.1 percent prefer noon time to study, 24 percent prefer evening and 26.7 percent prefer to study at late night.

v. **Place of Study:** It is observed that 23.5 percent prefer study room without any distraction, 12.2 percent prefer classroom, 7.9 percent prefer the library, 27.6 percent prefer internet centers, web portals and kindle as a preferred destination to study, 23.1 percent prefer to sit in calm and remote place to study and only 5.7 percent prefers to study in open place.

vi. **Preferred Style of Teaching:** It is identified that 27.1 percent of the sample respondents prefer simple way of teaching, 35.5 percent prefer a comprehensive way of teaching, 12.2 percent prefer step by step approach of teaching, 11.3 percent prefer divide and teach the method, 13.8 percent prefer ICT method. The practical orientation and application, experience oriented learning techniques can help in reaching all and improving the level of knowledge.

vii. **Demographic variables affecting learning and employability of the engineering graduates** are the previous medium of study with the mean score of 3.611 and SD of 1.167; Previous place of study with the mean score of 3.561 and SD of 1.157; peer groups with the mean score of 3.505 and SD of 1.113 and Mentor teacher with the mean score of 3.514 and SD of 1.147 respectively.

viii. **Primary personality variables affecting the employability of the engineering students are** Attitude with the mean score of 3.618 and SD of 1.127; Self motivation with the mean score of 3.663 and SD of 1.044; Goal
setting and planning with the mean score of 3.839 and SD of 1.019; Professional Etiquette- e-mail-telephone-time management with the mean score of 3.885 and SD of 1.070; Communication-listening-speaking-reading with the mean score of 3.704 and SD of 1.090; Group discussion skills with the mean score of 3.767 and SD of .993; Team building and sharing attitude with the mean score of 3.600 and SD of 1.006; and Problem solving skills with the mean score of 3.633 and SD of 1.059 respectively.

ix. **Primary environmental variables affecting the employability of the engineering students** are Learning habits of the friends/peer group with the mean score of 3.545 and SD of 1.158; Learning environment at play with the mean score of 3.611 and SD of 1.042; Awareness and adopting capacity of the ICT learning with the mean score of 3.903 and SD of 1.027; and Change management ability/Climate provided at the college with the mean score of 3.792 and SD of 1.057 respectively.

x. **Primary organizational variables affecting the employability** are Availability of class rooms and its acquistics with the means score of 3.819 and SD of 1.041; Comfort ability in seating and hearing from the teacher with the means score of 3.774 and SD of 1.040; Degree of involvement of teachers in delivery of subjects with the means score of 3.534 and SD of 1.153; Accessibility of technology for learning(practical equipments) with the means score of 3.523 and SD of 1.092; and Accessibility of teacher s to clarify doubts with the means score of 3.552 and SD of 1.126 respectively.

xi. **Primary teaching learning process (TLP) variables affecting the employability of the engineering students** are Number of practical sessions with the mean score of 3.511 and SD of 1.035; Equal learning opportunities to all in the class with the mean score of 3.552 and SD of 1.208; Combination of Teaching methods adopted as per the subject with the mean score of 3.812 and SD of 1.040; Sufficient time span to understand and present the same with the mean score of 3.869 and SD of 0.929; Usage of ICT with the mean score of 3.923 and SD of 0.963; Percentage of practical learning in total with the mean score of 3.808 and SD of 1.048; Visiting industries and attending training
programs with the mean score of 3.566 and SD of 1.061; Subject interest
groups forming for assignments with the mean score of 3.939 and SD of
1.047; and Youth talent search guiding and conducting contests with the mean
score of 3.819 and SD of 1.043 respectively.

xii. **Primary evaluation and improvement practices affecting the employability of the students** are Frequent assessment tests with the mean score of 4.398 and SD of 1.021; Continuous learning and assessment with the mean score of 3.550 and SD of 0.928; True and fair evaluation practices with the mean score of 3.814 and SD of 1.042; Open day practices/failure analysis system with the mean score of 3.516 and SD of 1.296; Success practices sharing and discussion with the mean score of 4.226 and SD of 1.027; Counselling and guidance practices with the mean score of 3.697 and SD of 1.038; Value added courses conducting and participation level with the mean score of 4.398 and SD of 0.911; Presentations and models exhibition with the mean score of 3.611 and SD of 0.951; and Evaluation of personality and soft skills with the mean score of 3.871 and SD of 0.996 respectively.

xiii. **Primary suggestions to improve the learning and employability of the engineering graduates** are Focused and mixed pedagogy to teach subjects with the mean score of 3.534 and SD of 1.309; Providing Conducive learning environment with the mean score of 4.276 and SD of 0.953; Design the course as per the target group requirements with the mean score of 3.595 and SD of 0.886; Dedicated teaching and supportive faculty-knowledge base with the mean score of 3.781 and SD of 0.989; Knowledge delivery mechanism and evaluation with the mean score of 3.500 and SD of 0.972; Freedom to express and explore the opportunities with the mean score of 3.545 and SD of 1.277; Fair evaluation system and feel free to fail if not up to the mark with the mean score of 4.172 and SD of 1.055; Continuous training and development for both faculty and student with the mean score of 3.692 and SD of 2.627; Dedicated management for effective functioning with the mean score of 4.186 and SD of 1.035; and Practical based course rather than theory oriented with the mean score of 3.781 and SD of 0.989 respectively.
6.2.4 INFERENTIAL STATISTICS (T-TEST AND ANOVA)

i. Based on the P value, it is noted that, female respondents are highly endorsed the role of demographic factors, soft skills, environment variables, organizational variables, teaching and learning, evaluation and improvement practices as key factors affecting employability of the engineering graduates in the sample.

ii. Anova values shows that students from computer science, mechanical, and civil engineering students felt that the interpersonal skills, play an important place in the employability of the engineering students when compared to others in the sample. It may be due to the majority of the recruiters visiting for campus is IT companies and requires a good level of communication skills to work in on-site projects.

iii. The results shows that, students hailing from English medium were strongly approved the role of environment, organization and evaluation practices as variables influencing the employability of the engineering graduates in the sample.

iv. The final result shows that the students from various nativity background with respect to demographic variables, interpersonal skills, and environmental variables as the various dimensions of the factors influencing the employability of engineering graduates.

v. It is identified that the local community, students are strongly endorsed the role of organizational variables and evaluation and improvement practices as the various dimensions of the factors influencing the employability of engineering graduates in the sample. Hence, the moderate role of organizational and evaluation variables can be noticed.

vi. The role of demographic variables, environmental variables, organizational variables, and evaluation and improvement practices as the various dimensions in the sample is strongly endorsed by the students hailing from Hindi/ Urdu and Telugu as mother tongue when compared to others in the sample.
vii. There is a difference in the students from various place of living with respect to demographic variables, interpersonal skills, and environmental variables as the various dimensions of the factors influencing the employability of engineering graduates.

viii. The role of interpersonal skills in the employment is strongly endorsed by the students using English as a medium to learn and improve the skills. Hence, it is concluded that the role of learning language plays a moderate influence in the employability.

ix. It is noted that, students using the internet and online resources for learning are strongly endorsed the role of demographic variables, interpersonal skills, and environmental variables, organizational variables, teaching, learning variables, evaluation and improvement practices as the various dimensions of the factors influencing the employability of engineering graduates in the sample. This may be due to wide observation and various things learned in the online resources.

x. Students preferred to learn through practical subjects are strongly endorsed the role of demographic variables, interpersonal skills, environmental variables, organizational variables, teaching, learning variables as the various dimensions of the factors influencing the employability of engineering graduates in the sample.

xi. The respondents from several academic scores with respect to demographic variables, interpersonal skills, environmental variables, organizational variables, teaching, learning variables, and evaluation and improvement practices as the various dimensions of the factors influencing the employability of engineering graduates.

xii. Noticed the role of demographic variables, environmental variables, and organizational variables as the various dimensions of the factors influencing the employability of engineering graduates in the sample is strongly endorsed by the students with parental qualification as professionals. This indicates that
the level of awareness starts from home and improves in the academic environment. Hence, it is concluded that the role of parental qualification plays crucial in the employability of graduates in engineering colleges in the sample. To improve the situation, it is necessary to create such awareness among the others through workshops, counseling and seminars at the college level and inter college level. This can help in involving the students and to improve the level of awareness.

xiii. It is noticed that the students with a different parent’s qualification with respect to interpersonal skills and teaching learning dimensions of the factors influencing the employability of engineering graduates. The role of interpersonal skills and teaching learning dimensions of the factors influencing the employability of engineering graduates is strongly endorsed by the students hailing from the professionally qualified families when compared to others.

xiv. Parent's occupation with respect to interpersonal skills, environmental variables, as the various dimensions of the factors influencing the employability of engineering graduates in the sample. This indicates that, the professionally qualified parents can guide the children towards employability and guide them in a proper manner.

xv. Demographic variables and organizational variables as the various dimensions of the factors influencing the employability of engineering graduates is strongly endorsed by the students hailing from professionally qualified parental background when compared to others in the sample.

xvi. The demographic variables, interpersonal skills, environmental variables, organizational variables, teaching learning variables, as various dimensions of factors influencing the employability of engineering graduates is strongly endorsed by the students hailing from the families having one sibling in the family when compared to others in the sample. This indicates the parents having a limited number of kids are focused and training the kids towards employment by creating awareness and guiding them from time to time.
xvii. The role of evaluation and improvement practices in the employability is strongly endorsed by the students hailing from small families having one sibling at home when compared to others in the sample.

xviii. It is observed that students from different schools of study with respect to teaching, learning variables as the various dimensions of the factors influencing the employability of engineering graduates in. Mean value shows that, the role of teaching learning in the employability is strongly endorsed by the students hailing from private and aided schools when compared to others.

xix. The role of evaluation and improvement practices as the various dimensions of the factors influencing the employability of engineering graduates is strongly endorsed by the students hailing from Private schools when compared to others in the sample. This may be due to effective training in private schools, along with good career planning and development at all levels of education.

xx. The influence of demographic variables, environmental variables as the various dimensions of the factors influencing the employability of engineering graduates is strongly endorsed by the students learning through applied and practical courses when compared to others in the sample. This indicates that, learning practical improves the level of awareness and employability of the students. Hence, it is advisable to include a number of practical courses in the curriculum and encouraging the students to learn about practical subjects rather than theory oriented courses. This can help in improving the employability.

xxi. Students preferred comprehensive mode of learning when compared with other modes, because they feel that with the comprehensive learning the understanding of the subject will be good.

xxii. Noteworthy difference among the students from more pedagogies preferred with respect to demographic variables, interpersonal skills, and environmental variables, teaching, learning variables, evaluation and improvement practices as the various dimensions of the factors influencing the employability of engineering graduates. Students prefers to study as individual focused and group discussion mode when compared to others in the sample.
xxiii. It is noticed, organizational variables play dynamic role in the employability of the engineering graduates in the sample is strongly endorsed by the students preferred to learn through group discussion mode when compared to others in the sample. Hence, group discussion moderately improves the employability of the engineering graduates.

xxiv. Noteworthy difference can be found from different times of study with respect to, interpersonal skills, environmental variables, organizational variables, teaching, learning variables as the various dimensions of the factors influencing the employability of engineering graduates in the sample.

xxv. Based on the mean value, demographic variables in the employability of the engineering students is strongly endorsed by the students preferred to study in the early morning hours when compared to others in the sample.

xxvi. Hence, the importance of interpersonal skills, environmental variables is indispensable in employability and the preferred place of study has some relationship with skills of employment among the sample students.

xxvii. The role of organizational and teaching learning variables, as the various dimensions of the factors influencing the employability of engineering graduates in the sample is strongly endorsed by the students prefer to study in the study room. This indicates the moderate relationship between the preferred place of study and the level of employability skills processed by the engineering graduates in the study.

xxviii. Noteworthy differences among the students from different style of teaching methods preferred with respect to demographic variables, interpersonal skills, environmental variables, organizational variables, as the various dimensions of factors influencing the employability of the students. This indicates that, the role of employability and method of learning preferred has relationship.
6.2.5 FINDINGS BASED ON SEM ANALYSIS

i. The co-efficient of demographic variables is 0.180 representing the considerable level of influence on the learning environment and thereby employability of the engineering graduates in the sample by holding the other variables constant. Observed positive effect with 1.8 times increase.

ii. The co-efficient of teaching, learning variables is observed at 0.131 representing the moderate level of influence on the learning environment and thereby employability of the engineering graduates in the sample. Noted positive effect with 1.31 times increase.

iii. The co-efficient of Evaluation and improvement practices is observed at 0.77 representing the nominal level of influence on the learning environment and thereby employability of the engineering graduates in the sample by holding the other variables constant. Observed positive figure with 7.7 times increase.

iv. The co-efficient of demographic variables is observed at 0.98 representing the nominal level of influence on the organizational variables and thereby employability of the engineering graduates in the sample by holding the other variables constant. Notice positive sign with 9.8 times increase.

v. The co-efficient of personality variables is observed at 0.338 representing the nominal level of influence on the organizational variables and thereby employability of the engineering graduates in the sample by holding the other variables constant. Observed positive result with 3.38 times increase.

vi. The coefficient of teaching, learning variables is observed at 0.272 representing the considerable level of influence on the organizational variables and thereby employability of the engineering graduates in the sample. It is noted that positive sign of 2.72 times increase.
i. The co-efficient of Evaluation and improvement practices is observed at 0.77 representing the nominal level of influence on the organizational environment and thereby employability of the engineering graduates. Observation concludes that 7.7 times increase with every unit increase in variable.

ii. The co-efficient of personality variables is observed at 0.362 representing the greatest level of influence on the learning environment variables and thereby employability of the engineering graduates in the sample by holding the other variables constant. The result is positive with 3.62 times.

iii. The co-efficient of environmental variables is observed at 0.629 representing the good level of influence on employability of the sample students. This has positive effect.

iv. The co-efficient of organizational variables is observed at 1.309 representing the substantial level of influence on the employability of the engineering students in the sample. Noticed positive effect.

6.3 SUGGESTIONS AND RECOMMENDATIONS

6.3.1 Suggestions to the College Management:

i. **Counseling And Career Guidance Cell:** Every student requires some amount of counseling in their course of study. Tutorial classes should be followed in a strict manner through the log book system. Guidance on both learning and career prospects can help in improving the learning culture and development. Counseling helps in behavioural modification in terms of attitude, personality, communication and interpersonal skills among the students. So, colleges should form Counseling and Career Guidance cell in their colleges is must to improve the employability skills among the students.
ii. **Planning And Execution Of Soft Skill Training Programs:** Interpersonal skills, team building, communication, problem solving and decision making are a combination of soft skills. The training in these areas requires specialization. Higher educational institutions should focus on the same and plan these activities meticulously and execute for the mutual benefit of the students and to the stakeholders at large.

iii. **Technical Skill Development Through Industry Collaboration:** Technical skills require coping with industry standards is mandatory. Institute industry interaction could help with this. Having memorandum of Understanding (MOUs) with the National skill development Institute, Skill development corporations, Apprenticeship Council of India, Entrepreneurship development institutes, State skill development corporation, etc. Planning value added courses along with the regular programs can help in improving the technical skills and thereby employability to a greater extent.

iv. **Learning Environment Creation and Encouragement:** Creating learning environment through digital classrooms, usage of ICT coursework and sharing of learning resources through Kindle, etc., can help in attracting the youth towards learning and development. Some entertainment apps can also be built in the learning resources to motivate them to use and learn.

v. **Up Gradation of Technology and Usage Patterns:** Technology is upgrading from day to day. The curriculum and teaching learning practices are not changed on par with the latest development. The steps in this direction can help the graduates and thereby to reach the ultimate vision of employability.

vi. **Student forums and discussions:** A group of students having similar interest need to be grouped and encouraged to learn and develop a particular course or a skill. These forums help in observed learning and expression of the ideas in the groups. Group learning helps in sparking the young minds to think differently, innovatively and divergently. The business and real industry problems can be solved. This creates the platform to build employability skills among the students.
vii. **Digital learning apps and usage models:** Today entire world is hanged with digital equipments. Hence, learning can be made possible through Digital courseware and digital as design and development as per the needs of the subject. This can create some interest among the students. It is advisable to involve the students in the process of design and development of such initiatives can help in reaching them in an easy manner.

6.3.2. **SUGGESTIONS TO THE GOVERNMENT/POLICY MAKERS:**

i. **Intellectual capital building:** Higher educational institutions require experienced faculty to understand the needs of the students and to guide them in a proper way. Faculty, tutors, technical staff should be three in sufficient number to help the students in the process of learning. The core faculty and learning equipments are essential for effective learning and development.

ii. **Strict rules and regulations to all Professional Colleges:** The government should follow strict rules and regulations in giving permissions to the colleges with regard to infrastructure facilities, teaching and non teaching faculty, canteen facilities, transportation facilities, pedagogy in teaching, evaluation and improvement practices etc.

iii. **Pedagogy planning and integration:** Teaching is an art. Every course requires a separate pedagogy to teach and make the students understand. No pedagogy or method is permanent. A combination of two or more and customised methods of teaching can help in delivering the subject matter in a simple manner and thereby the learning curve takes a positive note. When learning becomes easy, the skill improves with practice. A combined efforts of learning and skill development can help in increasing the employability among the engineering graduates in the sample area.

iv. **Compulsory Establishment of Student Committees:** It will help in discussing the problems faced by the students in different colleges and convey the same to the university Vice chancellors for necessary actions.
v. **Evaluation and Improvement Practices:** The evaluation practices should be simple, clear and understandable. The prime features should be having a chance to improve by writing in the second time. Such practice can help in motivating the students to improve the scores and thereby better prospects in higher education. In addition, some corporate ask for specific scores, in such cases, improvement practices help the students to encash the ripe benefits. Hence, giving the chance for continuous assessment and the aggregating the scores can help in improving the career prospects of the students in the years to come.

### 6.3.3. SUGGESTIONS TO THE STUDENTS:

i. **Student Associations:** Students should form their own groups to solve the common problems facing in the colleges. They should come forward to express their problems to the college management and try to solve the grievance on time.

ii. **Selection of College/University:** Students should take the help of their parents or counselors to select their higher education colleges.

iii. **Proper Usage of Technology:** Now-a-days, every student has advanced mobiles on their hands. With the help of internet, students will get all information regarding skill development, career guidance, teaching videos, practice tests, subject notes etc., but proper usage of technology is in the hands of students only.

iv. **Specialization subject clubs:** The interest of the students may vary from time to time. In order to improve the skills in the selected area of specialization, a club can help the students to learn better. All the interested students towards a particular subject can form a group and learn better. The involvement of external professional agencies like National skill development centre, (NSDC), MOOC, NTPL can help to get better learning experience and skill improvement. In addition, encouraging the students to enroll online courses, openware courses with different universities can help to improve the knowledge and skill in a particular area.
v. **Parent meets and open day sessions:** Frequent meeting with the parents can improve the confidence of the students. It is better to teach the open communication with parents and involvement of parents in the learning process and progress status information sharing can help to identify the real issue and to resolve it. This can help the students focus on studies and learn better.

vi. **Creative teaching techniques and learning techniques:** Today, websites from best of the best institutes provide, open source lecture series and webinars are becoming famous. Educational TV channels provides whole lot of information with ease and better communication, This opportunity can be used to learn the subject better and to employ in a corporate.

vii. **Focus on communication and soft skills:** today the whole lot of industry is crying for the talent with good communication and attitude. A good communicator can be an asset to the organization and a good employee requires a good attitude to learn and perform. Hence, communication and soft skills need to be improved for getting employment.

viii. **Interpersonal skills:** Today global firms employ people from different locations and at different geographical locations, hence, it is mandatory to learn cross cultural habits and mutual respect for the same. This can help in managing teams with a good level of interpersonal skills and team spirit. This is possible only through regular practice of observing and respecting others culture and customs.

ix. **No single skill or a single subject knowledge** can help in getting employment and promotions for ever. Along with the time, every employee needs to learn new knowledge, skill set and technology for the betterment of the quality of work life. Similarly, every students needs to learn latest technology and skills for improving employability. Multiple Skill set with depth knowledge is the need of the hour. Those who possess the same are employable at the earliest and for ever.
6.4. SCOPE FOR FURTHER RESEARCH

The present research restricted to the greater Hyderabad city only. There is a scope to do it other states or expand it to all over India. The research restricted to Engineering graduates only, so in this area, we can include non-technical students and other professional graduates also.

The dimensions of employability are multiple in nature. Each of the variables can be studied in depth and also develop the strategies to overcome such issues pertaining to a particular dimension. In some cases, the same dimension of the problem may not be the reason for low level of employability. The reason for the low employability level will change from one area to another, similarly, from one institution to another. In such cases, a common comprehensive research may not help a lot. Concentrating on the single dimension and finding solutions for the same will be of great use.

6.5 CONCLUSION:

With the research results, it is identified that learning environment and organizational environment act as an important role in the employability levels of the engineering graduates. The learning environment includes peer groups, reference groups and the family environment and the role of parents in motivating and guiding the students. Similarly, the organizational environment includes, the learning culture of the college, learning resource availability in terms of physical infrastructure and intellectual capital, the career guidance services to the students and counseling, etc. In addition, the role of Teaching, learning process planning and execution as per the schedule and follow up of remedial actions can help a lot in these parameters.

Based on the overall analyses and findings of the study, it is concluded, that the role of independent variables on employability is inseparable. However the degree of influence may vary from variable to variable. Hence, the combined efforts to modify the of the learning environment and organizational environment in terms of career oriented culture and learning behaviour inculcated, the learning could happen in a better way and thereby the level of employability can be increased in the years to come by the colleges offering professional education in India.
Environment, learning conditions and employability skills inculcation among the engineering graduates in the sample is the need of the hour. A positive debate with students with Learning barriers, learning conditions and its impact on the performance outcomes and the role of a student's involvement can help in identifying the best models suitable for learning and development and thereby improved level of employability among the engineering graduates in the sample.

The standard strategies can help in the design and development of training programs, customized learning environment, skill development models and the personality development programs, etc. Such quality and mutually agreed methods of learning and implementation is easy with the involvement and commitment of the students. The involvement of students in all skill development programs can help in improving the personality and life skills of the students and thereby increased level of employability is possible.

The depth of the subject knowledge, personality and communication, skill to perform the job with out of the box thinking and working with team spirit and commitment are the potential skills expected by the recruiters from the industry. Once, the degree of learning is high and thereby the degree of skills will get increased. Increased level of conceptual learning and practical exposure to fix the business and industry issues, there is no worry about the employability. The improved level of employability will be the ultimate objective and vision of the higher educational institutions in the country as well as in the sample area. Let's hope, this should happen at the earliest possible time to provide employment to all the graduates.