

# AN EXPLORATIVE STUDY ON ASSESSMENT OF UTILITY VALUE OF PLACEMENT ROUTINE FOR MULTIDISCIPLINARY STUDENTS TO MEET CORPORATE EXPECTATIONS ON EMPLOYMENT

Dr. R.N.S. Mani<sup>1</sup>, Dr D Kanchana<sup>2</sup>, S.P. Chenthil Kumar<sup>3</sup>

<sup>1</sup>Corresponding Author, Ceebros Royal Garden, Block 2, Ground Floor 1, Old number 12, New Number 9, Park Avenue, Kesavaperumal Puram, Raja Annamalaipuram, Chennai - 600028. Email ID: rnsmani@gmail.com

<sup>2</sup>Associate Professor and Head of Department, Department of Business Administration, Arignar Anna Government Arts College, Namakkal, Tamil Nadu, India. Email ID: kanchanad581970@gmail.com

<sup>3</sup>Director, Hayakawa Japanese Language School & Cultural Center Private Limited, No 19 East Mada Street, Aminjikarai, Chennai 600029, Tamil Nadu State, India. Email ID: director@hayakawa.in

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**Abstract**—It was a standard norm that, even well qualified students had to themselves source their prospective employers, meet their requirements in the selection process and get their first employment in open competition. It was not an easy task either for the recruiter or for the prospective employee. Few progressive educational institutions started Training and Placement division in their colleges, as an effective bridge between the students and prospective employers, in meeting their respective objectives. Training and Placement division need to coach the current batch of students to effectively meet the selection process of their invitee recruiters to come out successfully in placement. How far, either the student, recruiter or the college administration are happy about their job depends upon several factors which can influence the perception of utility value of such training and placement routine. An explorative assessment of the same by students under thirty-nine parameters of thirteen groups is attempted, to assess if their placement routine is fruitful and has desirable utility value. Questionnaire based survey of multidisciplinary students on the above propositions is taken up and the findings are brought out.

**Keywords:** Placement Routine, Utility Value, Students, Thirty-Nine Parameters, Thirteen Groups, Explorative Assessment.

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## 1.0 Introduction

### 1.1 Utility Value

Human life is a sequence of minor and major activities taken up or getting involved or getting accomplished, either continuously or from time to time or when faced with such occasion to perform. The tasks faced have a natural coordination with the chronological age of the individual and as well, he is also obliged to meet the demands of his government and society, all through his life.

However, there could be certain areas where he can apply his own will and pleasure to assess the utility value of a particular action, toward his betterment irrespective of the feasibility of avoiding such activity not being very much useful altogether.

Such assessment of utility value will definitely vary from person to person, based on their past, present and future environment, and also on nature of life and so on. Categorical disposal of an activity being useless may not be right. Hence a group wise assessment of the same in respect of a particular activity can be done, so as to decide whether to continue with such activity or not, for the purpose of maximizing the value of overall efforts, in such endeavour. Especially such an assessment is required in educational systems, so that the outgoing students from a stream of education or college or institution could meet the expectations of their corporate employers.

## **1.2 Education**

Development or refinement or conditioning of the brain of an individual human person, occurs primarily while mixing with other individuals in the society. It gets augmented on systematic inputs matching with his age. Such phenomenon of cultivating the brain to absorb, analyse, decide and act appropriately based on inputs is achieved by education and training, in which there could be several stages like primary stage, secondary stage, higher secondary stage, technical diploma stage, graduate stage, post graduate stage, research stage and post-doctoral stage, while it can also branch off into Science, Humanities, Arts and Fine Arts domains. Enrolment, Progression and Achievement in any of such stage, depends upon various governmental and social factors, irrespective of the natural aspiration and interest of an individual.

## **1.3 Multidisciplinary Students**

Since education can be multidisciplinary, multidisciplinary students refers to any set of students pursuing formal education in educational institutions. It includes the course completed students, waiting for results, and also who are on the lookout for employment and also employed persons since placement routine has or had some impact on their educational pursuits. However, it is restricted for the purpose of this study to Postgraduates, Graduates, and Diploma students in any discipline.

## **1.4 Employment**

While education can lead a person to take up self-employment like consultants, auditors, lawyers etc., or starting an enterprise as an entrepreneur giving employment to others, and so on, seeking employment is the most sought-after option among students.

Corporate sector employment is achieved after meeting necessary recruitment routine in open competition. Successful selection should necessarily follow successful meeting of corporate expectations on employment. Inputs from the curriculum and training in the educational institution can help a large extent in this requirement.

## **1.5 Corporate Expectation**

Corporate expectation covers private sector employment scenario and does not cover any form of state-controlled entities.

## **1.6 Placement Routine**

Placement routine includes all activities taken up by the administration of an educational institutions for securing placement to students during their college tenure and includes preplacement activities like training, mock interview etc., placement activities like written test, interviews, selection, contracting etc., and postplacement activities like followup of offers on both sides of student and recruiter, resulting into actual appointment, clarification, removing difficulties etc., contacting alumni for feedback and corrections, if any.

## **1.7 Need for Assessment**

If an activity is much more useful than others, prioritisation of doing such activity is meaningful. However, if an activity is not worthwhile based on the collective opinion of stakeholders, such an activity need be dispensed with or replaced or refined to suit the purpose. Placement routine in educational institutions is such an activity which is taken up for final year outgoing students. As placement routine is not anywhere in the curriculum referred as a part of education, such an assessment of utility value of the same is needed, instead of doing it routinely as a matter of listed activity to be done in the premises.

## **1.8 Objective**

To explore the perceptions of stakeholders of multidisciplinary students, college and recruiter in respect of utility value of placement routine undertaken by them

To assess the utility value of placement routine based on their perception in regard to defined groups and parameters.

## **1.9 Limitations**

The study is focused on explorative assessment of utility value of placement routine in educational institutions. Typical training organisations specialising in placement are excluded.

Since placement routine is adopted by many educational institutions, there could be innumerable groups of students, the study is limited to the groups of Postgraduates, Graduates, Diploma students in any stream of education which includes

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for instance, all sorts of Science, Engineering, Humanities, Law, Fine Arts and so on but excludes all medicine or law related courses.

It is expected that there could be significant variation in perceptions between the groups and along the groups. Such an extensive study is beyond the scope of the study due to cost and time constraints. It is also not even contemplated in this explorative study and best reserved for future conclusive studies. However, the questionnaire includes such options also for brevity purpose and for future users.

The explorative study is responded by postgraduate, graduate and diploma students. They indicate their perception of utility value of placement routine along with their perception and for other groups.

It will be found in conclusive studies that such perceptions would significantly vary between the groups for the same parameter. It will be interesting to study such variations and draw conclusions.

The findings are explorative in nature and hence conclusive opinions could be formed based on conclusive studies emanating from the explorative studies.

## **2.0 Literature Review**

### **2.01 Exploratory Research**

<sup>1</sup>Exploratory research starts with an intention to know more about an existing but not much earlier researched phenomenon and aims to draw a general idea into the various parameters contributing to the same, so that elaborate conclusive research can follow later. Exploratory search may not stick to a particular predefined structure or model and may even start one, suitable for the purpose. It is highly flexible in approach and design and cost effective<sup>1</sup>

### **2.02 Definition of Placement**

<sup>2</sup>Placement is defined in Cambridge dictionary as an activity in which a [temporary position](#) or [job](#) in an organization is filled with something or someone in an [organisation](#), usually to get some [work](#) experience either for students or for persons seeking employment.<sup>2</sup>

As such, as per dictionary definition, the placement function in an educational institution is an activity for getting a temporary job in an organisation or an activity to get work experience for students which we may infer as internship in parlance.

<sup>3</sup>As per Webster dictionary placement is an activity of assigning a person to a suitable place in a suitable job.<sup>3</sup>

<sup>4</sup>Collins dictionary defines placement as an activity of placing something or person in a particular place or position. Such placement is usually temporary for a period of time.<sup>4</sup>

<sup>5</sup>Wikipedia elaborates on campus placement as a program conducted by colleges in collaboration with potential recruiters to assist students nearing completion of their studies to get jobs at entry level positions. In job fairs, job seekers meet an employer and present their profile for consideration for recruitment. Career expositions are where resumes can be collected and business cards can be exchanged.<sup>5</sup>

### **2.03 Process of Placement Routine**

<sup>6</sup>Campus placement or campus recruitment is a process by which prospective employers visit the colleges on invitation, interview the potential candidates suitable for their purpose and offer employment, most probably on a temporary basis and on certain conditions. While colleges work hard to bring the best employer, students also need work hard to get selected<sup>6</sup>.

### **2.04 Procedure and Nature of the Campus Placement**

<sup>6</sup>Usual procedure for campus placement covers pre-placement preparations by recruiter, college and students, in regard to verification of student records, followed by written examination, technical interview, group discussion, formal interview, and selection and if necessary, post placement discussion. Candidates get more opportunities for getting selected and colleges get good publicity for them based on their placement statistics<sup>6</sup>

100% Placement in colleges is a difficult task and such a claim need not be simply believed especially in the absence of verifiable and dependable data.<sup>7</sup>

## **2.05 Internships**

<sup>8</sup>It is usual and rightful that an employer would like to hire an experienced person for doing his job, so that his productivity which is the result of his earlier training and experience in his previous employment, is advantageous to the prospective employer. But how can one get experience unless another person recruits him raw, train him at employer's cost and be able to bear his absence on leaving his service. He would like to retain him by offering more remuneration. As such it is difficult to get a trained person unless someone had already trained him. One way of circumventing this roundabout situation is to recruit persons on internship, in which employer has the advantage of a prolonged observation on the skills of the person and take an informed decision on his appointment. As it is a temporary arrangements parties are free to decide on opportunities. The candidate also gains the adequate experience to seek employment elsewhere. It helps a fresher to an extent in facing open competition with experienced persons. Exposure to actual work environment improves technical and interpersonal skills of freshers and augments their confidence along with their professional qualifications.

## **2.06 Importance of Placements while choosing a college / university**

<sup>9</sup>A placement specialist organisation in their website stresses the importance of placement in choosing an institution for higher education. Multivarious factors like availability of desired programme of study, adequacy of staff and infrastructure, proximity to residence, quality of college campus life including hostels being separate for ladies and gentlemen, travelling requirements, absence of ragging and any undesirable practice, university rankings, advertisements including relevant and correct information, possibility of scholarships, placement activity, overall cost for study and many other relevant and irrelevant factors specific to the particular students and his supporting person influence the decision making process of selecting the college for study. As such the colleges need satisfy their client being the student in all respects including their successful placement. Alumni status and word of mouth can result betterment of the goodwill of the institution which would automatically go up.<sup>9</sup>

## **2.07 Role of Placement cells in meeting the expectations of students, college and prospective employers.**

<sup>9</sup>While the academic staff and administrative staff of the college would take care of their respective responsibilities; placement cell takes care of the grooming the students in meeting the expectations of the prospective employers. They first identify the prospective employers and determine their expectations. Then they conduct necessary extracurricular activities for the students after required approval of the college administration. They may arrange for workshops, guest lectures and industrial visits etc. for students. Then they assess their fitness toward the expectations, prepare a list and assist in always both the students and prospective employers for successful placement. As such placement cell in college performs an important function for the benefit of students, college and industry<sup>9</sup>.

## **2.08 Importance of placement statistics while choosing a college**

<sup>10</sup>Placement statistics publicly announced by the college, is a very important factor in the minds of the students and their supporting persons on choosing the college. Many take the statistics at face value and give enormous importance to the same and decide the college, mostly based on the placement statics criteria alone. Colleges tend to distort the placement statistics to show a rosy picture of 100 percent placement. There is no reliable way to cross check the claim. Hence undue importance to placement statistics for choosing the college need be avoided<sup>10</sup>.

## **2.09 Research Gap**

From the above it is felt that the utility value of placement routine has not been studied especially from the perspective of stakeholders, in this case being mainly the students. Accordingly research gap for studying the same exists. An exploratory study in this respect which can pave way for many conclusive studies is being proposed.

## **2.10 Objectives**

To identify the most significant parameters contributing to the utility of placement routine

To study the perceptions of students towards the utility of placement routine based on the identified parameters

To analyse the responses and determine the relevance of each parameter and as a whole all of them, towards the utility of placement routine.

## **3.0 Research Methodology**

### **3.1 Types of Research**

<sup>1</sup>Research can be broadly classified into pure research and applied research

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It can be classified into Qualitative Research and Quantitative Research based on the information sought for.

Primary research methods are observations, interviews, focus groups and surveys.

Collecting data by observation could be with or without the knowledge of the participant and by close or remote observation.

Interview method is used for collecting detailed, reliable and correct data either by personal contact or by remote way using electronic means. Recording of the response requires prior approval of participants.

Surveys are used to collect data regarding the characteristics of a group of people. It can be done through questionnaire distribution, getting the data entered by participants and collecting the same or by online mode using available facilities as suitable for the purpose.

Collecting data from a group of people with similar characteristics is called focus group method.<sup>1</sup>

In secondary research methods existing data is used may be from newspapers, magazines, articles, papers, text books, articles etc. by citing wherever necessary. It can also be from online resources being cheapest and easiest. Relevant case studies also can be used

Exploratory research could be conducted based on the data collected directly from the participants of the study.

In this exploratory research, primary research method of data collection by offline hard copy distribution and collection of responses to a questionnaire is adopted.

### **3.2 Research Method**

#### **3.21 Questionnaire**

Survey method of collection of data through a purposefully designed questionnaire is adopted. Data is analysed and inferences made.

Placement routine includes all activities taken up by the college administration for securing placement to students during their college tenure and includes preplacement activities like training, mock interview etc., placement activities like written test, interviews, selection, contracting etc., and postplacement activities like followup of offers on both sides of student and recruiter, resulting into actual appointment, clarification, removing difficulties etc., contacting alumni for feedback and corrections if any.

There could be innumerable factors which determine the utility value of placement routine in educational institutions. However certain parameters are developed which are most likely to have more influence on the utility value of placement routine in educational institutions. Each parameter is subdivided into three components. Accordingly, questionnaire is designed in thirteen parameters and further into three components per parameter.

Participants are requested to respond to the Academic Research Survey by indicating their response in YES or NO format against each of the thirty-nine statements in thirteen groups.

#### **3.22 Target Participants:**

In order to have collective opinion on the subject, current students undergoing academic programmes or have already undergone such programmes either under diploma graduate or post graduate level are targeted. Such a conglomeration of participants with multidisciplinary educational background was identified in a leading Japanese language training organisation. They train persons of all age for appearing in examination for award of international certificate course from beginners to specialist level with native Japanese tutors.

#### **3.23 Parameters and their Components**

##### **3.23.01 Benefits**

Placement routine itself cannot be considered as part of curriculum to which the student has been enrolled. Unless otherwise certain benefit accrues from such addendum activity, there could be no incentive to carry on with such activity. Such activity could be beneficial to some stakeholders and may not be for others. To what extent such variation is characterised between the student, college and the recruiter is assessed by this parameter with following three components.

Placement Routine in colleges benefits the student

Placement Routine in colleges benefits the college

Placement Routine in colleges benefits the recruiter

### **3.23.02 Relevance**

It is a point to ponder if placement routine has any relevance in high quality education as the outgoing students would be definitely above par in the employment market and can easily get employment in open market. Of course, some colleges-off-the-mark can place persons in placement routine and the same recruiter may not desire to come again if his earlier recruits are not of expected standard to him. Mediocre colleges can thus survive to an extent. Relevance parameter has the following three components.

Placement Routine is not needed for colleges ensuring Quality Education

Placement Routine is needed for colleges with mediocre education

Placement Routine is not successful in “colleges-off-the-mark” in education

### **3.23.03 Bargaining level**

When an employee is getting employment in the normal course of interview and other selection processes, there could be an offer of compensation and he could negotiate to an extent depending upon various factors. But when such an offer of employment is extended in placement routine the compensation rates are already fixed by the recruiter or by the college, either individually or jointly and the student has less opportunity to negotiate. Of course, the college can have an upper hand in bargaining and dictate the minimum remuneration to be paid based on their reputation. Similarly, the recruiter can also fix the remuneration before coming for placement. How far the bargaining is effective to the advantage of the student or college or recruiter is reflected by this parameter under the following three components.

Placement Routine in colleges facilitates bargaining by the student

Placement Routine in colleges facilitates bargaining by the college

Placement Routine in colleges facilitates bargaining by the recruiters

### **3.23.04 Trustworthiness**

In spite of best efforts by the college, placement section and the recruiter, there could always be some resentment among the students that some lenience or irregularity or favoritism had happened in the selection process. Some serious allegations on supported material like marks obtained etc. can also be produced by them to press their point. It is also alleged that certain number of recruitments is made from certain colleges by a set of recruiters, whatever may be the standard of students by some unholy understanding between the college and recruiters. All these presumptions, assumptions, and allegations will always be there with or without reasonable basis. In fact, the student should believe the placement exercise in the college is trustworthy and participate in full. College administration should ensure such trustworthiness. Recruiter should believe that the good candidates are offered to them and should believe that they are not handled in a less important manner. The extent of trust placed by the student on the placement process as a whole is reflected in trustworthiness parameter having three components as below. Similarly for the college and the recruiter. They are reflected in the three components of the parameter.

Placement Routine in colleges are trustworthy from Student side

Placement Routine in colleges are trustworthy from college side

Placement Routine in colleges are trustworthy from Recruiter side

### **3.23.05 Status**

Students getting selected in placement routine have an air of supremacy over others, who yet had to get placed with next recruiter or in next round of selection. This extent of supremacy is reflected in this parameter. Colleges advertise their statistics of placement, which no one can easily verify. Recruiter also have a status that their employees are recruited from known colleges. Status parameter has the following three components.

Placement Statistics indicate the status of Students

Placement Statistics indicate the status of college

Placement Statistics indicate the status of Recruiter

### **3.23.06 Suitability**

When a student gets placed in an organisation, the tendency is to accept the same for himself and also as influenced by his immediate family members and his close contacts and acquaintance. It need not be in the best suitability of the student's talents and interest. Recruiter also may not be in the best position to select the best candidate due to their many constraints. Similarly, the college may be able to bring recruiter are willing to come and may not be best suitable to the students. Hence the sum total of all this suitability is reflected in this parameter. It has three components as below indicating the responsibilities of student, recruiter and college, as below.

Securing a suitable job is the responsibility of the student

Securing a suitable person for the job is the responsibility of recruiter

Securing a suitable recruiter for Student is the job of the college

### **3.23.07 Purpose**

Recruiter may select personnel for inducting into their training programmes and employee only best candidates for employment. Others will be oozed out and they have to search for suitable employment. Recruiter may induct the selected person straight away on the job. They may also select persons against vacancies likely to arise and keep the selected persons on waiting list without telling them. Student is not aware of which probability was on store for him. How much he is aware of such probabilities is assessed by this parameter having three components as below.

Placement Routine is a selection by the recruiter as readily fit for their training programme

Placement Routine is a selection by the recruiter as readily fit for work in their premises

Placement Routine is a selection by recruiter as standby readily fit for probable future requirements

### **3.23.08 Employment**

General employment scenario is not so encouraging for passing out students from any institution. Facing open competition in general selection procedures is a difficult exercise and mostly frustrating for many. They may consider to first accept any offer in placement routine and start their career, they may also think of placement routine itself as a criterion for joining such institutions. These three factors are considered in this parameter.

Students consider Placement Routine as most important selection criteria for getting admission

It is easy to get selected and start work from Placement than doing so from open competitions

Better to accept any Placement offer than try in open competition

### **3.23.09 Utility 1**

Post graduate students may consider that they can start work in any organisation without prior training of any sort. They may also consider that they can face open competition and get employment. They may also think placement training is necessary for them. Hence the utility value of placement training is assessed by this parameter under the following three components.

Placement Routine is necessary for post graduate students

Post graduate students are fit for direct on the job assignments, without any prior training.

Post graduate students can face open competitions and get employment

### **3.23.10 Utility 2**

Graduate students may consider that they can start work in any organisation without prior training of any sort. They may also consider that they can face open competition and get employment. They may also think placement training is necessary for them. Hence the utility value of placement training is assessed by this parameter under the following three components.

Placement Routine is necessary for graduate students

Graduate students are fit for direct on the job assignments, without any prior training.

Graduate students can face open competitions and get employment

### **3.23.11 Utility 3**

Diploma students of Engineering may consider that they can start work in any organisation without prior training of any sort. They may also consider that they can face open competition and get employment. They may also think placement training is necessary for them. Hence the utility value of placement training is assessed by this parameter under the following three components.

Placement Routine is necessary for Diploma students of Engineering

Diploma students of Engineering are fit for direct on the job assignments, without any prior training.

Diploma students of Engineering can face open competitions and get employment

### **3.23.12 Requirements**

After all, who wants placement routine more, either the university, course approving authorities or accrediting authorities? This statutory, routine or casual requirement is assessed by this parameter with following three components

Placement Routine is required by university

Placement Routine is required by Approving Agencies

Placement Routine is required by Accrediting Agencies

### **3.23.13 Legal Validly**

It is not uncommon that the students believe their selection in placement routine is nothing but employment. They start waiting for the date of joining to come which gets delayed and delayed, even for more than few years. Students and parents do not know if they can get out of the situation and seek employment elsewhere. Periodically the recruiters send some assurance letters and keep the students prospecting. Colleges in the meantime start next round of placement and previous batch students get no guidance. Students, parents and college should be aware that selection in placement routine is just an offer most of the time, which the student has accepted. It is not an order of employment coming under contract stipulations. Wording of terms and conditions can be nebulous so that the student is bound to take employment whenever required and with no such condition for recruiter. Careful consideration in this respect is must to avoid legal tangles. This legal conundrum is assessed by the parameter under the following three parameters.

Placement Routine are Committed Appointments which cannot be withdrawn by Student or Recruiter

Placement Routine are Offer of Appointments, which can be withdrawn by recruiter

Placement Routine are Offer of Appointments, which can be withdrawn by Student

## **3.24 Sampling**

### **3.24.1 Organisation**

Being an explorative study, in order to have a cohesive idea about the responses from all types of respondents, rather than from a particular set of students from a particular educational institution, a Japanese language training organisation, imparting training at all levels of certification examination from a Japan Global Authority is chosen.

It is a registered private limited company with all necessary credentials and facilities required for a modern training organisation. Directors run the organisation with necessary teaching and administrative personnel. They conduct Japanese language training programmes from the basic level N5 to fluent Japanese level N1 as stipulated by Government of Japan. Examinations are conducted all over the world by Japanese authorities and certificates are awarded by them.

The organisation also conducts “Business Japanese Proficiency Test” conducted by a Japanese organisation and also is the authorised examination center. This organisation is the only center in India, where teaching for this programme is conducted.

Study material for these programs was developed in house by the enterprising team. As all money transactions or done only on ‘online’ mode, there is no cashier in this organisation. Maximum computerization in all aspects is always aimed in this organisation.

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The organisation conducts classroom classes, distance classes and online classes. They started in year 2015 and have trained so far till year 2022, 4190 persons in class room mode, 1705 persons on online mode and 2136 persons on distance learning mode, total being 8031 persons in 8 years. Programmes were conducted with native Japanese tutors as well.

Students in class room mode were from both the gender and of all age. They attended the training programmes in part time to augment their qualification while carrying on their diploma, graduation or post-graduation academic programmes or after having completed them or while on employment. Juveniles and adolescents also attended the programmes.

### **3.24.2 Sampling of Respondents**

Online students were omitted.

Classroom students alone were considered.

Only current batches of students were contacted.

Juveniles and Adolescents were excluded.

Only persons having done or doing Diploma, Degree or Postgraduate degree or above, alone were surveyed with the questionnaire.

Persons arriving at the premises for attending the classes / prospective students and their accompanying persons with specific educational criteria, during the survey period, were randomly requested for response through the management and staff of the organisation.

As such the sampling is

Convenience sampling for selecting the organisation,

Convenience sampling for selecting the respondents

Stratified sampling for selecting the higher education respondents

Random sampling for selecting the respondents

Hence sampling method adopted is Multistage Convenience based Stratified Random Sampling

As such, responses were collected in November 2022 from 37 respondents and in December 2022 from 25 respondents, total being the sample size of 62 respondents.

### **3.25 Research Analysis**

#### **Setting and Testing of Hypothesis**

The questionnaire is reviewed after validation, pilot study and discussions with management and staff of the organisation.

Questionnaire is administered by them to the students and responses obtained.

Hard copies of filled in questionnaire were inspected and acceptable ones collated suitably, responses counted for each component of each parameter and tabulated.

Chi square test is done by MS EXCEL software and p value tabulated.

Acceptable hypothesis identified based on p value.

Responses are analysed by Chi Square test for independence and the results for 13 group of three parameters with total of 39 parameters are as below. Overall finding is also done. Microsoft Excel CHISQ.TEST facility was used to get the p value for the variables.

Hypothesis setting is displayed in Table 1

Data Collection, Analysis, Results and Findings are displayed in Table 2

Profile of Respondents is given in Table 3

### **3.26 Development of Hypothesis, Survey Results, Analysis, Results and Findings**

Development of Hypothesis and setting of hypotheses is presented in Table 1.

Survey Results, Analysis, Results and Findings are displayed in Table 2 along with parameters, their components and the p value obtained.

Respondent’s profile is given in Table 3

Pictorial representation of results is presented in Chart 1

Null hypothesis implies the chance element in the results. Alternate hypothesis signifies that null hypothesis is rejected meaning that the chance element in the result is not so strong to accept the null hypothesis. Alternate Hypothesis is nothing but rejection of Null Hypothesis and does not signify existence or otherwise of anything on its own strength.

Null hypothesis indicates presence of chance elements in the system which can be probed and curtailed. Alternate Hypothesis indicates all elements either by chance (not upto the level of accepting null hypothesis) and also any known and unknown elements in the system for necessary probing, identifying, correcting and eliminating them.

Based on the above elucidation, it may be seen that grouping of parameters has come out with different result than those with individual parameters.

**Table 1**

<b>Hypothesis Setting</b>			
<b>Hypo Code</b>	<b>Parameter Group</b>	<b>Null / Alternate</b>	<b>Hypothesis Statement</b>
A	Benefits	Null	Placement Routine is not beneficial to students or college or Recruiters
A	Benefits	Alternate	Placement Routine is beneficial to students or college or Recruiters
A1	Benefits	Null	Placement Routine is not beneficial to students
A1	Benefits	Alternate	Placement Routine is beneficial to students
A2	Benefits	Null	Placement Routine is not beneficial to college
A2	Benefits	Alternate	Placement Routine is beneficial to college
A3	Benefits	Null	Placement Routine is not beneficial to Recruiters
A3	Benefits	Alternate	Placement Routine is beneficial to Recruiters
B	Relevance	Null	Placement Routine is relevant to good colleges, not needed for mediocre colleges and off the mark colleges
B	Relevance	Alternate	Placement Routine is not relevant to good colleges, needed for mediocre colleges and off the mark colleges
B1	Relevance	Null	Placement Routine is needed for colleges ensuring good education
B1	Relevance	Alternate	Placement Routine is not needed for colleges ensuring good education

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B2	Relevance	Null	Placement Routine is not needed for colleges with mediocre education
B2	Relevance	Alternate	Placement Routine is needed for colleges with mediocre education
B3	Relevance	Null	Placement Routine is successful in colleges with off the mark in education
B3	Relevance	Alternate	Placement Routine is not successful in colleges with off the mark in education
C	Bargaining Level	Null	Students, Colleges and Recruiters are not in bargaining level in placement routine
C	Bargaining Level	Alternate	Students, Colleges and Recruiters are in bargaining level in placement routine
C1	Bargaining Level	Null	Students are not in bargaining level in placement routine
C1	Bargaining Level	Alternate	Students are in bargaining level in placement routine
C2	Bargaining Level	Null	Colleges are not in bargaining level in placement routine
C2	Bargaining Level	Alternate	Colleges are in bargaining level in placement routine
C3	Bargaining Level	Null	Recruiters are not in bargaining level in placement routine
C3	Bargaining Level	Alternate	Recruiters are in bargaining level in placement routine
D	Trustworthiness	Null	Placement Routine in colleges are not trustworthy from Student side or college side or Recruiter Side
D	Trustworthiness	Alternate	Placement Routine in colleges are trustworthy from Student side or college side or Recruiter Side
D1	Trustworthiness	Null	Placement Routine in colleges are not trustworthy from Student side
D1	Trustworthiness	Alternate	Placement Routine in colleges are trustworthy from Student side
D2	Trustworthiness	Null	Placement Routine in colleges are not trustworthy from college side
D2	Trustworthiness	Alternate	Placement Routine in colleges are trustworthy from college side
D3	Trustworthiness	Null	Placement Routine in colleges are not trustworthy from Recruiter Side
D3	Trustworthiness	Alternate	Placement Routine in colleges are trustworthy from Recruiter Side

E	Placement Statistics	Null	Placement Statistics does not indicate the status of Students or the college or the recruiters
E	Placement Statistics	Alternate	Placement Statistics does indicate the status of Students or the college or the recruiters
E1	Placement Statistics	Null	Placement Statistics does not indicate the status of Students
E1	Placement Statistics	Alternate	Placement Statistics does indicate the status of Students
E2	Placement Statistics	Null	Placement Statistics does not indicate the status of the college
E2	Placement Statistics	Alternate	Placement Statistics does indicate the status of the college
E3	Placement Statistics	Null	Placement Statistics does not indicate the status of the recruiters
E3	Placement Statistics	Alternate	Placement Statistics does indicate the status of the recruiters
F	Suitability	Null	Securing a suitable job is not the responsibility of the student or college or recruiters
F	Suitability	Alternate	Securing a suitable job is the responsibility of the student or college or recruiters
F1	Suitability	Null	Securing a suitable job is not the responsibility of the student
F1	Suitability	Alternate	Securing a suitable job is the responsibility of the student
F2	Suitability	Null	Securing a suitable job is not the responsibility of the college
F2	Suitability	Alternate	Securing a suitable job is the responsibility of the college
F3	Suitability	Null	Securing a suitable job is not the responsibility of the recruiters
F3	Suitability	Alternate	Securing a suitable job is the responsibility of the recruiters
G	Purpose	Null	Placement Routine is not a selection by the recruiter as readily fit for their training programme or for ready work or for future recruitments
G	Purpose	Alternate	Placement Routine is a selection by the recruiter as readily fit for their training programme or for ready work or for future recruitments
G1	Purpose	Null	Placement Routine is not a selection by the recruiter as readily fit for their training programme
G1	Purpose	Alternate	Placement Routine is a selection by the recruiter as readily fit for their training programme

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G2	Purpose	Null	Placement Routine is not a selection by the recruiter for ready work
G2	Purpose	Alternate	Placement Routine is a selection by the recruiter for ready work
G3	Purpose	Null	Placement Routine is not a selection by the recruiter for future recruitments
G3	Purpose	Alternate	Placement Routine is a selection by the recruiter for future recruitments
H	Employment	Null	Students do not consider Placement Routine as most important selection criteria for getting admission or easy to get selected and start work from Placement than doing so from open competitions or better to accept any Placement offer than try in open competition
H	Employment	Alternate	Students do consider Placement Routine as most important selection criteria for getting admission or easy to get selected and start work from Placement than doing so from open competitions or better to accept any Placement offer than try in open competition
H1	Employment	Null	Students do not consider Placement Routine as most important selection criteria for getting admission
H1	Employment	Alternate	Students do consider Placement Routine as most important selection criteria for getting admission
H2	Employment	Null	Students do not consider it easy to get selected and start work from Placement than doing so from open competitions
H2	Employment	Alternate	Students do consider it easy to get selected and start work from Placement than doing so from open competitions
H3	Employment	Null	Students do not consider Placement Routine as better to accept any Placement offer than try in open competition
H3	Employment	Alternate	Students do consider Placement Routine as better to accept any Placement offer than try in open competition
I	Utility 1	Null	Placement Routine is not necessary for postgraduates as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
I	Utility 1	Alternate	Placement Routine is necessary for postgraduates as they are not fit for direct on the job assignments without any prior training and cannot face open competitions and get employment.
I1	Utility 1	Null	Placement Routine is not necessary for postgraduates
I1	Utility 1	Alternate	Placement Routine is necessary for postgraduates
I2	Utility 1	Null	Placement Routine is not necessary for postgraduates as they are fit for direct on the job assignments without any prior training
I2	Utility 1	Alternate	Placement Routine is necessary for postgraduates as they are not fit for direct on the job assignments without any prior training

I3	Utility 1	Null	Placement Routine is not necessary for postgraduates as they can face open competitions and get employment.
I3	Utility 1	Alternate	Placement Routine is necessary for postgraduates as they cannot face open competitions and get employment.
J	Utility 2	Null	Placement Routine is not necessary for graduates as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
J	Utility 2	Alternate	Placement Routine is necessary for graduates as they are not fit for direct on the job assignments without any prior training and cannot face open competitions and get employment.
J1	Utility 2	Null	Placement Routine is not necessary for graduates
J1	Utility 2	Alternate	Placement Routine is necessary for graduates
J2	Utility 2	Null	Placement Routine is not necessary for graduates as they are fit for direct on the job assignments without any prior training
J2	Utility 2	Alternate	Placement Routine is necessary for graduates as they are not fit for direct on the job assignments without any prior training
J3	Utility 2	Null	Placement Routine is not necessary for graduates as they can face open competitions and get employment.
J3	Utility 2	Alternate	Placement Routine is necessary for graduates as they cannot face open competitions and get employment.
K	Utility 3	Null	Placement Routine is not necessary for diploma holders as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
K	Utility 3	Alternate	Placement Routine is necessary for diploma holders as they are not fit for direct on the job assignments without any prior training and cannot face open competitions and get employment.
K1	Utility 3	Null	Placement Routine is not necessary for diploma holders
K1	Utility 3	Alternate	Placement Routine is necessary for diploma holders
K2	Utility 3	Null	Placement Routine is not necessary for diploma holders as they are fit for direct on the job assignments without any prior training
K2	Utility 3	Alternate	Placement Routine is necessary for diploma holders as they are not fit for direct on the job assignments without any prior training
K3	Utility 3	Null	Placement Routine is not necessary for diploma holders as they can face open competitions and get employment.
K3	Utility 3	Alternate	Placement Routine is necessary for diploma holders as they cannot face open competitions and get employment.
L	Requirement	Null	Placement Routine is not required by university or by approving agencies or accrediting agencies

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L	Requirement	Alternate	Placement Routine is required by university or by approving agencies or accrediting agencies
L1	Requirement	Null	Placement Routine is not required by university
L1	Requirement	Alternate	Placement Routine is required by university
L2	Requirement	Null	Placement Routine is not required by approving agencies
L2	Requirement	Alternate	Placement Routine is required by approving agencies
L3	Requirement	Null	Placement Routine is not required by accrediting agencies
L3	Requirement	Alternate	Placement Routine is required by accrediting agencies
M	Legal Validity	Null	Placement Routine are Committed Appointments which can be withdrawn by Student or Recruiter or offer of employment which cannot be withdrawn by student or recruiter.
M	Legal Validity	Alternate	Placement Routine are Committed Appointments which cannot be withdrawn by Student or Recruiter or offer of employment which can be withdrawn by student or recruiter.
M1	Legal Validity	Null	Placement Routine are Committed Appointments which can be withdrawn by Student or Recruiter
M1	Legal Validity	Alternate	Placement Routine are Committed Appointments which cannot be withdrawn by Student or Recruiter
M2	Legal Validity	Null	Placement Routine are offer of employment which cannot be withdrawn by recruiter
M2	Legal Validity	Alternate	Placement Routine are offer of employment which can be withdrawn by recruiter
M3	Legal Validity	Null	Placement Routine are offer of employment which cannot be withdrawn by student
M3	Legal Validity	Alternate	Placement Routine are offer of employment which can be withdrawn by student
N	Overall	Null	Placement Routine has no utility value for students, college and Recruiters
N	Overall	Alternate	Placement Routine has utility value for students, college and Recruiters

Table 3

Profile of Participants				
Group code	Group	November 2022	December 2022	Total Number
1	M.Phil.	1	0	1
2	M.B.A.	2	2	4
3	M.Com.	1	0	1
4	M.C.A.	1	2	3
5	M.Sc. Computer Science	0	2	2
6	M.Sc. Bio Chemistry	1	0	1
7	M.Sc. Bio Technology	0	1	1
8	M.Sc. Mathematics	2	0	2
9	M.A. English	0	1	1
10	M.A.	1	0	1
11	B.Tech. PGDPM	0	1	1
12	B.Tech. Mechanical	1	0	1
13	B.Tech.	1	1	2
14	B.E. Mechanical	3	0	3
15	B.E. EEE	2	0	2
16	B.E.	5	1	6
17	B.Sc. 3D Animation	1	0	1
18	B.Sc. Bioinformatics	0	2	2
19	B.Sc. Multimedia	1	0	1
20	B.Sc. Computer Science	2	0	2
21	B.Sc. Nutrition	1	0	1
22	B.Sc. Optometrist	0	1	1
23	B.Sc. Physician Assistant	0	1	1
24	B.C.A Japanese language level N3	0	1	1
25	B.C.A.	0	1	1

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26	B.Sc. Physics	1	1	2
27	B.Sc. Mathematics	0	1	1
28	B.Com. Bank Management	1	0	1
29	B.Com.	2	1	3
30	B.A.	3	1	4
31	B.A. Economics	0	1	1
32	B.A. English	1	1	2
33	Diploma Mechanical	1	2	3
34	I T	1	0	1
35	Diploma Electrical	1	0	1
	Total	37	25	62

**Table 2**

**Analysis and Findings**

Hypothesis Code	Parameter Group	Percentage "YES"	Percentage "NO"	Total	Actual Total "YES"	Actual Total "NO"	Total	Expected "YES"	Expected "NO"	Chi Square p Value	Accepted Hypothesis	Accepted Statement
N	Overall Finding	62.82	37.18	100.00	1519	899	2418	1209	1209	1.896E-36	Alternate	Placement Routine has utility value for students, college and Recruiters
A	Benefits	84.95	15.05	100.00	158	28	186	93.00	93.00	1.542E-21	Alternate	Placement Routine is beneficial to students or college or Recruiters
A1	Benefits	85.48	14.52	100.00	53	9	62	31.00	31.00	0.0000000	Alternate	Placement Routine is beneficial to students
A2	Benefits	85.48	14.52	100.00	53	9	62	31.00	31.00	0.0000000	Alternate	Placement Routine is beneficial to college
A3	Benefits	83.87	16.13	100.00	52	10	62	31.00	31.00	0.0000001	Alternate	Placement Routine is beneficial to Recruiters

B	Relevance	44.09	55.91	100.00	82	104	186	93.00	93.00	0.1067188	Null	Placement Routine is relevant to good colleges, not needed for mediocre colleges and off the mark colleges
B1	Relevance	20.97	79.03	100.00	13	49	62	31.00	31.00	0.0000048	Alternate	Placement Routine is not needed for colleges ensuring good education
B2	Relevance	66.13	33.87	100.00	41	21	62	31.00	31.00	0.0110852	Alternate	Placement Routine is needed for colleges with mediocre education
B3	Relevance	45.16	54.84	100.00	28	34	62	31.00	31.00	0.4460595	Null	Placement Routine is successful in colleges with off the mark in education
C	Bargaining Level	53.76	46.24	100.00	100	86	186	93.00	93.00	0.3046419	Null	Students, Colleges and Recruiters are not in bargaining level in placement routine
C1	Bargaining Level	48.39	51.61	100.00	30	32	62	31.00	31.00	0.7994954	Null	Students are not in bargaining level in placement routine
C2	Bargaining Level	51.61	48.39	100.00	32	30	62	31.00	31.00	0.7994954	Null	Colleges are not in bargaining level in placement routine
C3	Bargaining Level	61.29	38.71	100.00	38	24	62	31.00	31.00	0.0754036	Null	Recruiters are not in bargaining level in placement routine
D	Trustworthiness	74.73	25.27	100.00	139	47	186	93.00	93.00	0.0000000	Alternate	Placement Routine in colleges are trustworthy from Student side or college side or Recruiter Side

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D1	Trustworthiness	72.58	27.42	100.00	45	17	62	31.00	31.00	0.0003765	Alternate	Placement Routine in colleges are trustworthy from Student side
D2	Trustworthiness	72.58	27.42	100.00	45	17	62	31.00	31.00	0.0003765	Alternate	Placement Routine in colleges are trustworthy from college side
D3	Trustworthiness	79.03	20.97	100.00	49	13	62	31.00	31.00	0.0000048	Alternate	Placement Routine in colleges are trustworthy from Recruiter Side
E	Placement Statistics and Status	68.82	31.18	100.00	128	58	186	93.00	93.00	0.0000003	Alternate	Placement Statistics does indicate the status of Students or the college or the recruiters
E1	Placement Statistics and Status	66.13	33.87	100.00	41	21	62	31.00	31.00	0.0110852	Alternate	Placement Statistics does indicate the status of Students
E2	Placement Statistics and Status	75.81	24.19	100.00	47	15	62	31.00	31.00	0.0000482	Alternate	Placement Statistics does indicate the status of the college
E3	Placement Statistics and Status	64.52	35.48	100.00	40	22	62	31.00	31.00	0.0222541	Alternate	Placement Statistics does indicate the status of the recruiters
F	Suitability	76.88	23.12	100.00	143	43	186	93.00	93.00	2.261E-13	Alternate	Securing a suitable job is the responsibility of the student or college or recruiters
F1	Suitability	88.71	11.29	100.00	55	7	62	31.00	31.00	0.0000000	Alternate	Securing a suitable job is the responsibility of the student
F2	Suitability	70.97	29.03	100.00	44	18	62	31.00	31.00	0.0009600	Alternate	Securing a suitable job is the responsibility of the college

F3	Suitability	70.97	29.03	100.00	44	18	62	31.00	31.00	0.0009600	Alternate	Securing a suitable job is the responsibility of the recruiters
G	Purpose	75.27	24.73	100.00	140	46	186	93.00	93.00	0.0000000	Alternate	Placement Routine is a selection by the recruiter as readily fit for their training programme or for ready work or for future recruitments
G1	Purpose	85.48	14.52	100.00	53	9	62	31.00	31.00	0.0000000	Alternate	Placement Routine is a selection by the recruiter as readily fit for their training programme
G2	Purpose	67.74	32.26	100.00	42	20	62	31.00	31.00	0.0052060	Alternate	Placement Routine is a selection by the recruiter for ready work
G3	Purpose	72.58	27.42	100.00	45	17	62	31.00	31.00	0.0003765	Alternate	Placement Routine is a selection by the recruiter for future recruitments
H	Employment	61.29	38.71	100.00	114	72	186	93.00	93.00	0.0020729	Alternate	Students do consider Placement Routine as most important selection criteria for getting admission or easy to get selected and start work from Placement than doing so from open competitions or better to accept any Placement offer than try in open competition
H1	Employment	75.81	24.19	100.00	47	15	62	31.00	31.00	0.0000482	Alternate	Students do consider Placement Routine as most important selection

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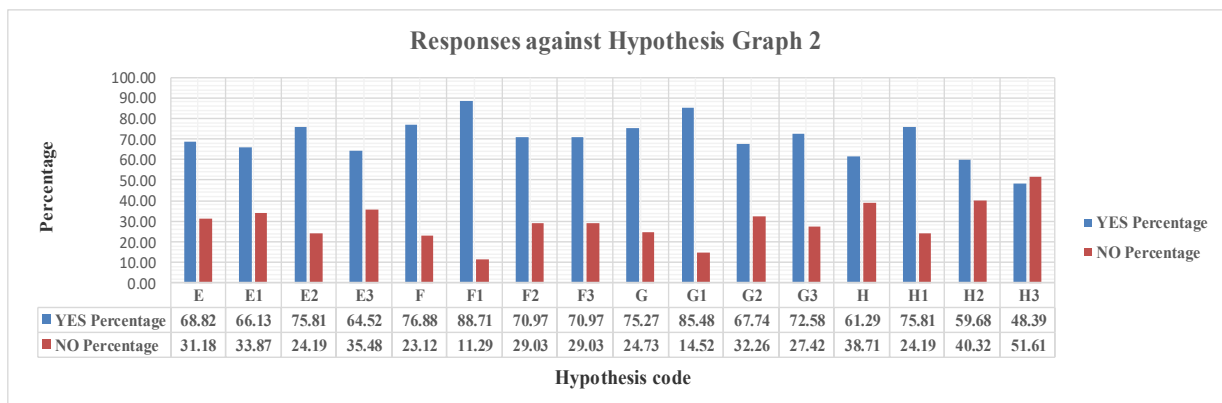
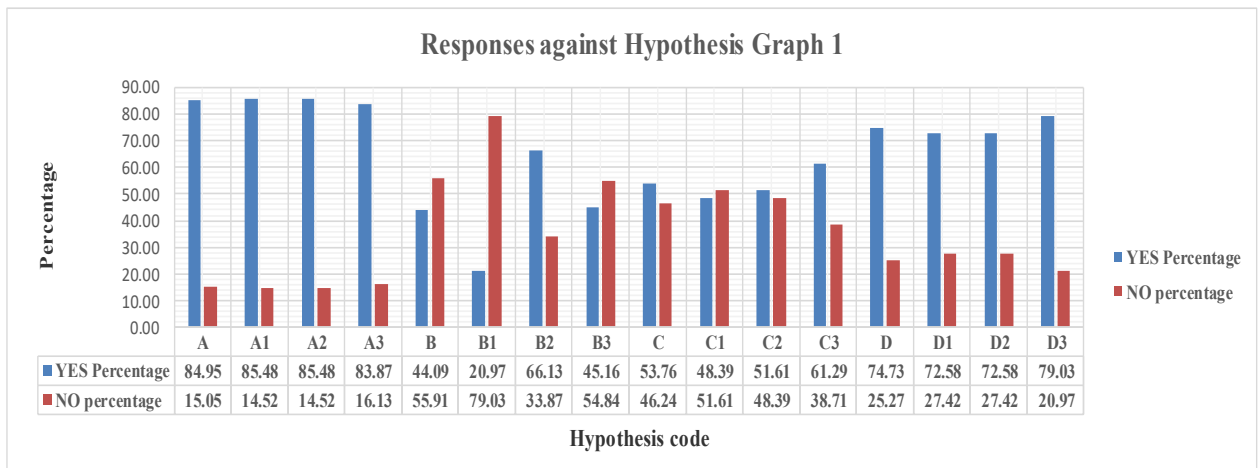
												criteria for getting admission
H2	Employment	59.68	40.32	100.00	37	25	62	31.00	31.00	0.1275083	Null	Students do not consider it easy to get selected and start work from Placement than doing so from open competitions
H3	Employment	48.39	51.61	100.00	30	32	62	31.00	31.00	0.7994954	Null	Students do not consider Placement Routine as better to accept any Placement offer than try in open competition
I	Utility 1	48.92	51.08	100.00	91	95	186	93.00	93.00	0.7692973	Null	Placement Routine is not necessary for postgraduates as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
I1	Utility 1	75.81	24.19	100.00	47	15	62	31.00	31.00	0.0000482	Alternate	Placement Routine is necessary for postgraduates
I2	Utility 1	20.97	79.03	100.00	13	49	62	31.00	31.00	0.0000048	Alternate	Placement Routine is necessary for postgraduates as they are not fit for direct on the job assignments without any prior training
I3	Utility 1	50.00	50.00	100.00	31	31	62	31.00	31.00	1.0000000	Null	Placement Routine is not necessary for postgraduates as they can face open competitions and get employment.

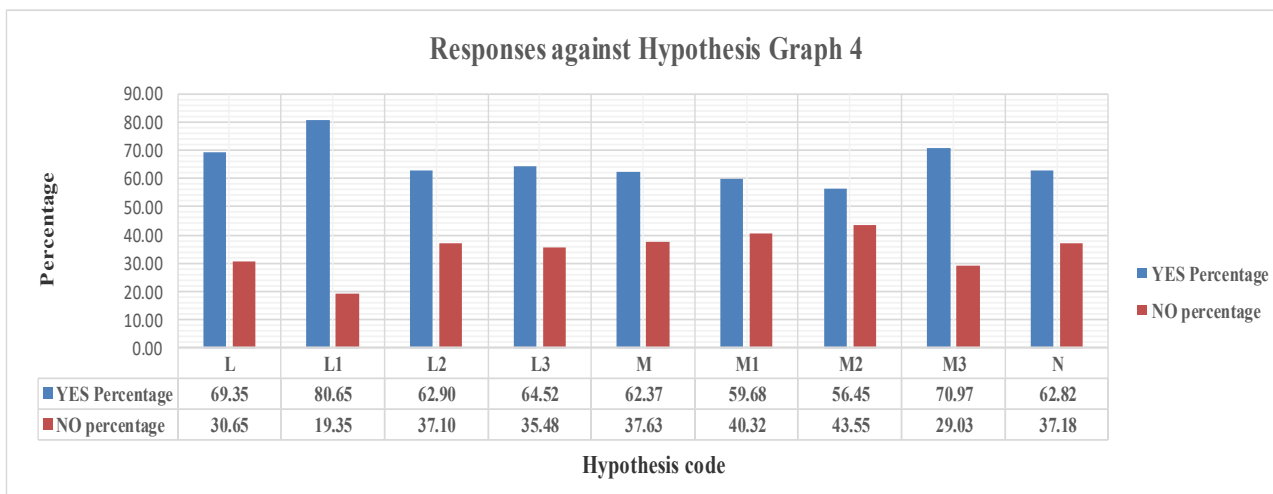
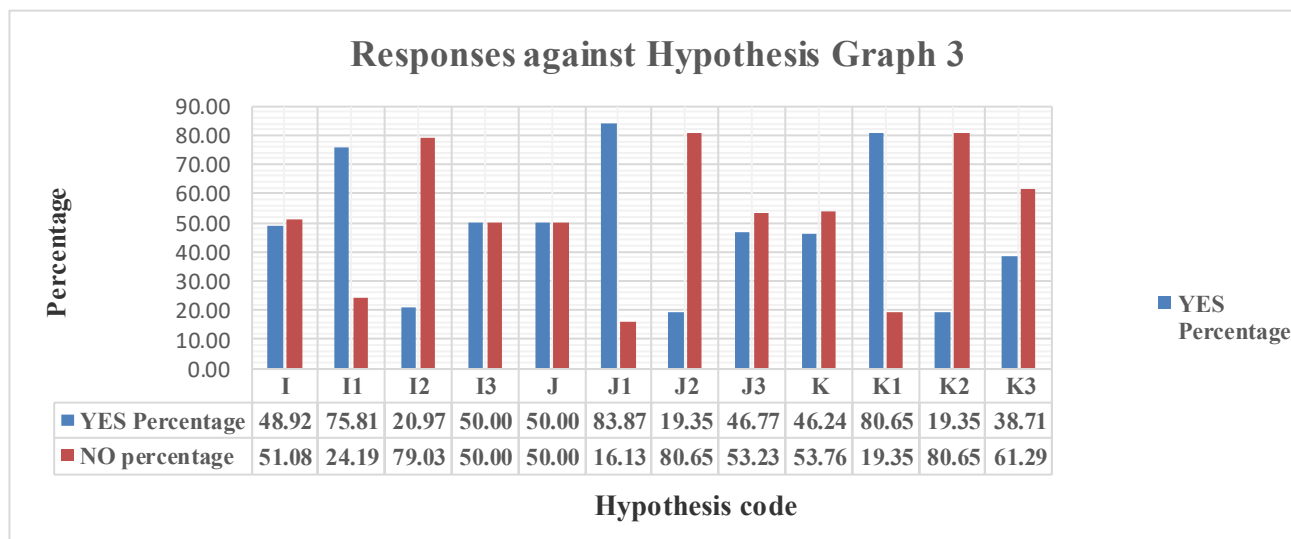
J	Utility 2	50.00	50.00	100.00	93	93	186	93.00	93.00	1.0000000	Null	Placement Routine is not necessary for graduates as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
J1	Utility 2	83.87	16.13	100.00	52	10	62	31.00	31.00	0.0000001	Alternate	Placement Routine is necessary for graduates
J2	Utility 2	19.35	80.65	100.00	12	50	62	31.00	31.00	0.0000014	Alternate	Placement Routine is necessary for graduates as they are not fit for direct on the job assignments without any prior training
J3	Utility 2	46.77	53.23	100.00	29	33	62	31.00	31.00	0.6114530	Null	Placement Routine is not necessary for graduates as they can face open competitions and get employment.
K	Utility 3	46.24	53.76	100.00	86	100	186	93.00	93.00	0.3046419	Null	Placement Routine is not necessary for diploma holders as they are fit for direct on the job assignments without any prior training and can face open competitions and get employment.
K1	Utility 3	80.65	19.35	100.00	50	12	62	31.00	31.00	0.0000014	Alternate	Placement Routine is necessary for diploma holders
K2	Utility 3	19.35	80.65	100.00	12	50	62	31.00	31.00	0.0000014	Alternate	Placement Routine is necessary for diploma holders as they are not fit

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												for direct on the job assignments without any prior training
K3	Utility 3	38.71	61.29	100.00	24	38	62	31.00	31.00	0.0754036	Null	Placement Routine is not necessary for diploma holders as they can face open competitions and get employment.
L	Requirement	69.35	30.65	100.00	129	57	186	93.00	93.00	0.0000001	Alternate	Placement Routine is required by university or by approving agencies or accrediting agencies
L1	Requirement	80.65	19.35	100.00	50	12	62	31.00	31.00	0.0000014	Alternate	Placement Routine is required by university
L2	Requirement	62.90	37.10	100.00	39	23	62	31.00	31.00	0.0421535	Alternate	Placement Routine is required by approving agencies
L3	Requirement	64.52	35.48	100.00	40	22	62	31.00	31.00	0.0222541	Alternate	Placement Routine is required by accrediting agencies
M	Legal Validity	62.37	37.63	100.00	116	70	186	93.00	93.00	0.0007439	Alternate	Placement Routine are Committed Appointments which cannot be withdrawn by Student or Recruiter or offer of employment which can be withdrawn by student or recruiter.
M1	Legal Validity	59.68	40.32	100.00	37	25	62	31.00	31.00	0.1275083	Null	Placement Routine are Committed Appointments which can be withdrawn by Student or Recruiter

M2	Legal Validity	56.45	43.55	100.00	35	27	62	31.00	31.00	0.3096289	Null	Placement Routine are offer of employment which cannot be withdrawn by recruiter
M3	Legal Validity	70.97	29.03	100.00	44	18	62	31.00	31.00	0.0009600	Alternate	Placement Routine are offer of employment which can be withdrawn by student
N	Overall Finding	62.82	37.18	100.00	1519	899	2418	1209	1209	1.896E-36	Alternate	Placement Routine has utility value for students, college and Recruiters





#### 4.1 Overall Finding

The overall finding is that the placement routine in colleges has utility value for students, college and recruiters.

However, it seems that the conceptualisation and implication of legal validity of appointment letters or offer letters is not well understood by all respondents.

#### 5.0 Conclusion

Scope of Further Research, Overall Conclusion, Acknowledgements and References are as follows

##### 5.1 Scope for further research

Several conclusive studied based on the findings of this explorative study for the three groups of students being postgraduates, graduates and diploma holders, could be taken up. Perceptions of the respondents in the group and along the group would definitely vary and bring up interesting findings.

The groups can be further subdivided into Science, Engineering, Arts and so on and more detailed study are possible.

Conclusive finding, if placement routine itself serves the purpose or forms a mere formality can be established.

Placement routine focusses on helping the students to find employment. What about the other objectives of developing the entrepreneurship, self-employment and research interests of the student? Conclusive studies can be taken up in that direction also to determine if placement routine hampers such other pursuits of students.

## **5.2 Overall Conclusion**

It is hoped that several conclusive studies would come up based on the explorative study, to establish the utility value of each and every activity carried on in connection with educational pursuits of academic institutions, so that remedial measures are taken up and the overall objective of imparting quality education is achieved.

## **5.3 Acknowledgements**

All the authors, book publishers, MS Office, MS Word, MS Excel and copyright owners of internet resources, and participants in the study and others in the process are acknowledged of their contribution in this academic exercise. Management, Staff and respondent students of Japanese Language Training organisation in which the study was conducted are acknowledged for their active involvement in the study.

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