A Study to Identify the Difference in the Level of Employability Skill among Government and Private Institute Engineering Graduates

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Abstract

Purpose: The purpose of this paper is to identify the difference in the level of employability skills among Government and Private Institute Engineering Graduates.

Methodology: A self-designed questionnaire with 5 point Likert scale to collect the data. Data is collected from both educational institutes (200) and industries (100) of Indore city and then it is analyzed using different tools in SPSS 20 version.

Findings: It was found out that there is no difference in the level of employability skills among government and private institute engineering graduates.

Research limitations: The city selected was Indore for students and Malwa region for employers, which may not represent the entire state and nation in some aspects. So, there is a scope of further research.

Practical implications: It will be a useful for different institutes, organizations, professors, personal tutors, careers counsellors and any other practitioners involved in employability activities. It will also be used to develop employable graduates for industries.

Value: This paper seeks to identify the difference in the level of employability skills of engineering students among genders and fill it, if it exists. It will be of value to anybody with an interest in employability issues.

Keywords: Employability • Engineering graduates • Government institute • Private institutes

Introduction

Employability can be defined as doing value creating work, getting paid for it-and learning at the same time, enhancing the ability to get work in the future. According to the employability encompasses all individual possibilities to be successful in a diversity of jobs in a given labour market situation. In its core definition, employability is only concerned with one's capacities; wishes, aspirations or contextual conditions are not relevant here [1].

The employability as follows: Being employable involves both the capacity and the willingness to be and to remain attractive for the labour market, by anticipating changes in tasks and work environment and reacting on them [2].

According to BBC, Employability is the capability to move into and within labour markets and to realize potential through sustainable and accessible employment.

For the individual, employability depends on

- The knowledge and skills they possess and their attitudes;
- The way personal attributes are presented in the labour market;
- The environmental and social context within which work is sought and
- The economic context within which work is sought.

In other words, employability can be defined as a set of achievements skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen

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occupations, which benefits themselves, the workforce, the community and the economy [3].

The employability of engineering graduates continue to remain high as compared to other domains, while there is a decline in hiring of MBA candidates, states the 'India skills report 2019'.

There is also good news across sectors as the employability continues to rise thus reaching a new high of 47% this year an incremental change of almost 2-3% points since last year and a huge change of over 15% points in the past five years.

Andhra Pradesh tops the state with highest employability rate followed by Rajasthan and Haryana this year. As per the report, there has been an increase in employable talent in tier 2 and tier 3 cities. This trend can be seen inspite of the lack of big institutions such as IITs/IIMs or any other renowned institutes in the tier 2 and 3 cities [4].

Materials and Methods

India skills report', a joint initiative of the All India Council for Technical Education (AICTE) and Association of Indian Universities

(AIU) along with wheebox, peoplestrong and Confederation of Indian Industry (CII) states that theemployability amongst MBA graduates has further dropped by 3 percentage points over last year.

It seems that with the exponential increase in the number of MBA colleges the quality of talent is seen to be declining, which needs government attention. The employability of B. Pharma graduates has also declined by 12% since the previous year. Female employability has seen a positive change as compared to last year. It has increased to 46% this year, an eight percentage point change since the previous report. Male employability score has grown only by one percentage point and is now at 48%.

Nirmal Singh, founder and CEO of Wheebox said, "The increase in employability touching 47% is a good sign for the market. But, we have a long way to go and entire ecosystem should focus on bridging the employability gaps and enhancing the talent pool, thus taking measures from school level to professional level focusing on learning."

The insights and trends are captured from the employability test spread out to 5200 universities and professional institutions in India, reaching out to more than 3 lakh students across 29 states and 7 Union Territories (Table 1 and Figure 1)[5].

Table 1. Which domains have more employable talent?

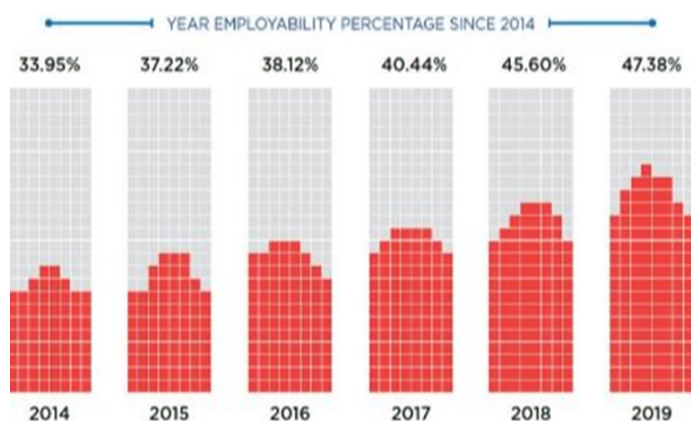| Skills	2014	2015	2016	2017	2018	2019
B.E/B.Tech	51.74%	54.00%	52.58%	50.69%	51.52%	57.09%
MBA	41.02%	43.99%	44.56%	42.28%	39.40%	36.44%
B.Arts	19.10%	29.82%	27.11%	35.66%	37.39%	29.30%
B.Com	26.99%	26.45%	20.58%	37.98%	33.93%	30.06%
B.Sc	41.66%	38.41%	35.24%	31.76%	33.62%	47.37%
MCA	43.62%	45.00%	39.81%	31.36%	43.85%	43.19%
ITI	46.92%	44.00%	40.90%	42.22%	29.46%	NA
Polytechnic	11.53%	10.14%	15.89%	25.77%	32.67%	18.05%
B.Pharma	54.65%	56.00%	40.62%	42.30%	47.78%	36.29%

Figure 1. How has availability of employable talent changed?

National employability report engineers, 2019, In the fifth Edition of NER, Aspiring minds finds that the employability of Indian engineers has not changed on aggregate level since 2010-we call it 'Stubborn Unemployability. This calls for systemic long term changes in higher education in India. Furthermore, the report compared the skills of Indian engineers with those in other countries and also looked into whether Indian engineers are acquiring new age skills in areas like AI, mobile, cloud and web. In a first, the report looks quantitatively into the reasons for low employability and makes detailed recommendations for change [6].

The level of employability skills as perceived by the industry are low as compared to the level of employability skills perceived by the students. This is the gap area when it comes to the employability skills perceived by the MBA students and the perceived employability skills of MBA students. As per this study the main reason behind this gap is the course curriculum of management institutions and universities which is not updated as per latest industry requirements. The practical aspects which need to be given due importance are missing from the curriculum [7].

The demand is strong in India and worldwide for graduates who develop the potential to take on leadership roles in the international business arena. In future definitely there will be a dramatic change in the demand for MBA education if strategies are adopted for reducing the gap between the MBA Graduates and their employability skill. By reinventing the MBA pedagogy, the critical thinking and problem solving skills can be made as an identity of management students which in turn will serve as a pathway to new India [8].

The difference of employability has been observed between the students from both of these universities. As the purpose of this research paper is to study and compare the level of employability that has been achieved through this attempt. As this study is a pilot study, authors can study this concept at broader level for Ph.D. research which widens the scope of this research [9].

The need of employability skills is vital among college youth. There is a significant impact employability of occupation of mother. There is a significant difference between employability skills and the field of study and; there is a significant difference in the aspects of employability skills possessed by graduates. It therefore implies that

the current level of skills possessed by college youth is adequate for them to secure placement in the world of work [10].

A study to assess the role of industry in developing employability by studying employability from the value chain and "demand-supply" of workforce models to Indian context. The world is seeing a large deficit in employable workforce. An employable workforce is developed with appropriate combination of academic and practical skills. Practical skills are better developed with industry intervention rather than in classrooms. Changing trends of economic activity have steadily changed the business thought. The author found that most of the countries in the world are facing a shortage of skilled and employable workforce. The study has shown that in the cases where industry has been actively involved in identifying training needs, the supply of manpower has been adequate. So, it is found that industry's role in employability is crucial and impacts on other macro policies for human development [11].

A study to find out the skill gap analysis in between academia and industry in Maharashtra state. It also focused on perceptional gap between the human resource managers and the directors or training and placement officers over employability skills.

Data was collected from selected schools and industries. Corporate hire management students on the basis of basic and technical capabilities and there is huge gap in importance perceived to employability skills from both corporate and management institutes.

Many respondents agreed that management syllabus is lacking in the preparation of employability skill of their students as per the requirement of the Industry. The findings reveal that there is huge gap in the importance attached by both the verticals on employability skills. The researchers conclude that Academia and Industry blending would create mutually beneficial partnership [12].

To identify the difference in the level of employability skill among government and private institute engineering graduates.

H_A: There is a significant difference in the level of employability skill (general) among government and private institute engineering graduates.

H_0: There is a significant difference in the level of employability skill (general) among government and private institute engineering graduates.

Structure of the questionnarie: The structure of questionnaire designed by the researcher. The questionnaire for students was divided into two sections; first part consisted of the demographic profile of respondents which included institution, branch, semester, age and gender. In second part, there were 20 questions related to general skills and 17 to the specific skills. The respondents were asked to rate their skills from among five options namely below average, average, good, very good and excellent [13].

General skills are the skills which are not directly related to the specific job of an employee, but it is expected by the employer. In this study, 20 general skills were taken for the study which included pro-

activeness, flexibility, emotional sensitiveness, taking up of criticism, innovativeness, professionalism, self-management, behavior in unplanned situation, diversity value, reliability, ethics, knowledge of concurrent issues, time management, leadership skills, team work, discipline, stress management, learning attitude, decision making and initiation.

Specific skills are the skills which are job specific. It varies from job to job. Engineers need some different specific skills and managers may need some other skills. These are unique to a particular job. There are 17 specific employability skills namely: subject knowledge, verbal expression of ideas, written expression, knowledge of English language, ability to handle technical equipment's, solution to technical problems, planning and organizing up of activities, languages other than English and Hindi, numeracy skills, basic computer knowledge, technical skills, negotiation, use of IT as management tool, knowledge of latest technology, market demands and needs, use of tools, entrepreneurship skills etc. These skills were rated on five point Likert scales, where 1 referred to below average, 2 was average, 3 meant good, 4 means very good and 5 was excellent. The last question was open ended asking for opinions from respondents on the subject matter [14].

The questionnaire for employers was also divided into two sections. First section included demographic profile of respondents. Section B was divided into two segments expected skill levels and actual skill levels of engineering graduates on the job. Employability skills of these graduates were studied through employers' point of view. 20 general skills and 17 specific skills were taken into account. These skills were rated on five point Likert scales, where 1 referred to below average, 2 was average, 3 meant good, 4 means very good and 5 was excellent. There were few open ended questions asking for opinions from respondents on the subject matter. There was no ambiguity in any portion of the questionnaire. Both the questionnaires were tested by using pilot study on total 21 respondents. After making minor changes, it was finalized for study [15].

Results

Data analysis and findings

H_A: There is a significant difference in the level of employability skill among government and private institute engineering graduates.

The above hypothesis assumes that level of employability skills of engineering graduates from private institutes and government institutes. The graduates from government institutes possess different employability skills than graduates from private institutes. Two sub hypotheses are framed on the basis of general skills and specific skills.

H_{A1}: There is a significant difference in the level of employability skill (general) among government and private institute engineering graduates.

The above hypothesis talks about significant difference in general employability skills of engineering graduates passed out from government institutes and private institutes. Following tables shows the descriptive statistics and Independent sample test for the data collected. The independent-samples T Test procedure tests the significance of the difference between two sample means. Also displayed are:

- Descriptive statistics for each test variable.
- A test of variance equality.
- A confidence interval for the difference between the two variables (95% or a value you specify) (Table 2).

Table 2. Descriptive statistics for general skills.

Group Statistics					
College		**N**	**Mean**	**Std. deviation**	**Std. errormean**
Flexibility towards changing situation	Government	100	3.44	0.87985	0.08799
	Private	200	3.32	0.93915	0.06641
Proactive towards problem	Government	100	3.32	1.09064	0.10906
	Private	200	3.38	1.0202	0.07214
Emotionally sensitive	Government	100	3.78	0.81128	0.08113
	Private	200	3.44	1.0255	0.07251
Taking criticism and improving	Government	100	2.92	0.96064	0.09606
	Private	200	3.31	0.97913	0.06923

Generating and applying new ideas	Government	100	3.3	0.98985	0.09898
	Private	200	3.54	1.00671	0.07119
Professional	Government	100	3.88	0.74237	0.07424
	Private	200	3.98	0.73642	0.05207
Self managed	Government	100	4.1	0.73168	0.07317
	Private	200	4	0.75021	0.05305
Personal behavior in unplanned situation professional	Government	100	3.24	0.99615	0.09962
	Private	200	3.45	0.99622	0.07044
Value diversity and differences	Government	100	4.34	0.58981	0.05898
	Private	200	4.19	0.69013	0.0488
Reliable	Government	100	4.2	0.66667	0.06667
	Private	200	4.2	0.63404	0.04483
Ethical	Government	100	3.8	0.7521	0.07521
	Private	200	3.75	0.83124	0.05878
Awareness regarding concurrent issues	Government	100	3.02	1.0729	0.10729
	Private	200	3.28	1.00331	0.07094
Time management	Government	100	3.6	0.94281	0.09428
	Private	200	3.74	0.88107	0.0623
Leadership skills	Government	100	3.36	0.9798	0.09798
	Private	200	3.54	0.99668	0.07048
Team player	Government	100	3.96	0.75103	0.0751
	Private	200	4.04	0.7755	0.05484
Disciplined	Government	100	3.92	0.849	0.0849
	Private	200	3.85	0.86675	0.06129
Stress management	Government	100	3.04	1.25465	0.12546
	Private	200	2.95	1.04545	0.07392
Attitude towards learning	Government	100	4.58	0.57172	0.05717

	Private	200	4.07	0.85366	0.06036
Good decision maker	Government	100	3.62	1.17017	0.11702
	Private	200	3.68	1.04068	0.07359
Taking initiative	Government	100	3.8	0.89893	0.08989
	Private	200	3.58	0.94236	0.06663

The descriptive table displays the sample size, mean, standard deviation and standard error for both groups. The above table shows the values of mean and standard deviation for general skills on the basis of government and private college. If the mean score is seen it can be said that graduates feel that skills like self-managed, value diversity, reliable, team player and attitude towards learning are possessed by them. The mean score for government and private college for all the skills are almost in same line (Table 3).

Table 3. Independent sample T test between government and private colleges (general skills).

		Levene's Test For Equality of Variance		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
									Lower	Upper
Flexibility towards changing situation	Equal variances assumed	0.299	0.585	1.065	298	0.288	0.12	0.11266	-0.1017	0.3417
	Equal variances not assumed			1.089	210.016	0.278	0.12	0.11023	-0.0973	0.3373
Proactive towards problem	Equal variances assumed	0.435	0.51	-0.47	298	0.639	-0.06	0.12788	-0.3117	0.1917
	Equal variances not assumed			-0.46	186.788	0.647	-0.06	0.13076	-0.318	0.198
Emotionally sensitive	Equal variances assumed	10.51	0.001	2.893	298	0.004	0.34	0.11753	0.1087	0.5713
	Equal variances not assumed			3.125	243.162	0.002	0.34	0.10881	0.12567	0.5543
Taking criticism and improving	Equal variances assumed	1.015	0.315	-3.27	298	0.001	-0.39	0.11917	-0.6245	-0.1555
	Equal variances not assumed			-3.29	201.511	0.001	-0.39	0.11841	-0.6235	-0.1565

Generating and applying new ideas	Equal variances assumed	0.074	0.786	-1.96	298	0.051	-0.24	0.12261	-0.4813	0.0013
	Equal variances not assumed			-1.97	201.12	0.05	-0.24	0.12192	-0.4804	0.0004
Professional	Equal variances assumed	0.501	0.479	-1.11	298	0.27	-0.1	0.09044	-0.278	0.078
	Equal variances not assumed			-1.1	196.697	0.271	-0.1	0.09068	-0.2788	0.0788
Self-managed	Equal variances assumed	0.37	0.543	1.097	298	0.273	0.1	0.09113	-0.0794	0.2794
	Equal variances not assumed			1.107	202.585	0.27	0.1	0.09037	-0.0782	0.2782
Personal behavior in unplanned situation professional	Equal variances assumed	0.758	0.385	-1.72	298	0.086	-0.21	0.12201	-0.4501	0.0301
	Equal variances not assumed			-1.72	198.123	0.087	-0.21	0.12201	-0.4506	0.0306
Value diversity and differences	Equal variances assumed	0.254	0.615	1.86	298	0.064	0.15	0.08065	-0.0087	0.3087
	Equal variances not assumed			1.959	227.822	0.051	0.15	0.07655	-0.0008	0.3008
Reliable	Equal variances assumed	0.485	0.487	0	298	1	0	0.079	-0.1555	0.1555
	Equal variances not assumed			0	189.513	1	0	0.08034	-0.1585	0.1585
Ethical	Equal variances assumed	0.711	0.4	0.507	298	0.613	0.05	0.09869	-0.1442	0.2442
	Equal variances not assumed			0.524	216.653	0.601	0.05	0.09545	-0.1381	0.2381

Awareness regarding concurrent issues	Equal variances assumed	0.232	0.631	-2.07	298	0.04	-0.26	0.12578	-0.5075	-0.0125
	Equal variances not assumed			-2.02	186.74	0.045	-0.26	0.12862	-0.5137	-0.0063
Time management	Equal variances assumed	1.579	0.21	-1.27	298	0.206	-0.14	0.11048	-0.3574	0.0774
	Equal variances not assumed			-1.24	186.632	0.217	-0.14	0.11301	-0.3629	0.0829
Leadership skills	Equal variances assumed	0.099	0.753	-1.48	298	0.139	-0.18	0.12138	-0.4189	0.0589
	Equal variances not assumed			-1.49	201.154	0.137	-0.18	0.12069	-0.418	0.058
Team player	Equal variances assumed	0.073	0.787	-0.85	298	0.395	-0.08	0.09399	-0.265	0.105
	Equal variances not assumed			-0.86	203.87	0.391	-0.08	0.09299	-0.2634	0.1034
Disciplined	Equal variances assumed	0.265	0.607	0.664	298	0.507	0.07	0.10544	-0.1375	0.2775
	Equal variances not assumed			0.669	201.803	0.505	0.07	0.10471	-0.1365	0.2765
Stress management	Equal variances assumed	5.97	0.015	0.657	298	0.512	0.09	0.13708	-0.1798	0.3598
	Equal variances not assumed			0.618	169.506	0.537	0.09	0.14562	-0.1975	0.3775
Attitude towards learning	Equal variances assumed	5.142	0.024	5.397	298	0	0.51	0.09449	0.32405	0.696
	Equal variances not assumed			6.134	273.6	0	0.51	0.08314	0.34632	0.6737

Good decision maker	Equal variances assumed	2.392	0.123	-0.45	298	0.652	-0.06	0.13294	-0.3216	0.2016
	Equal variances not assumed			-0.43	178.868	0.665	-0.06	0.13823	-0.3328	0.2128
Taking initiative	Equal variances assumed	1.964	0.162	1.935	298	0.054	0.22	0.11368	-0.0037	0.4437
	Equal variances not assumed			1.966	206.647	0.051	0.22	0.1119	-0.0006	0.4406

The above table shows the value of independent t test between the two independent samples. The procedure produces two tests of the difference between the two groups. One test assumes that the variances of the two groups are equal. The Levene statistic tests this assumption. If the significance value of the statistic is greater than 0.05, it can be assumed that the groups have equal variances and ignore the second test. In the above table maximum variables have value greater than 0.05 hence the variables have equal variances. The t column displays the observed t statistic for each sample, calculated as the ratio of the difference between sample means divided by the standard error of the difference. The df column displays degrees of freedom. For the independent samples t test, this equals the total number of cases in both samples minus 2. The column labeled sig. (2-tailed) displays a probability from the t distribution with degrees of freedom. The value listed is the probability of obtaining an absolute value greater than or equal to the observed t statistic, if the difference between the sample means is purely random. The mean difference is obtained by subtracting the sample mean for group 2 from the sample mean for group 1. The 95% Confidence Interval of the Difference provides an estimate of the boundaries between which the true mean difference lies in 95% of all possible random samples of 300 engineering graduates. Since the significance value of the test is greater than 0.05, it can be safely concluded that the difference between employability skills of engineering graduates from government and private colleges are just due to chance. The skill level specifically general skills are all the most same in both the cases. Hence the hypothesis stands rejected.

There is no significant difference between employability skills of engineering graduates from government colleges and private colleges.

H_{A2}: There is a significant difference in the level of employability skill (specific) among government and private institute engineering graduates.

The above hypothesis assumes that there is significant difference between the employability skills with reference to specific skills among government and private institute engineering graduates.

The hypothesis is tested by independent sample t test. Following are the results of the tests (Tables 4 and 5).

Table 4. Descriptive statistics for specific skills.

Group Statistics					
College		**N**	**Mean**	**Std. deviation**	**Std. error mean**
Level of knowledge	Government	100	3.02	1.12797	0.1128
	Private	200	3.27	1.10599	0.07821
Express their ideas verbally	Government	100	3.68	0.93073	0.09307
	Private	200	3.89	0.84942	0.06006
Expressing their ideas in writing	Government	100	3.76	0.84232	0.08423
	Private	200	3.75	0.83124	0.05878

Versed with english language	Government	100	3.72	0.96484	0.09648
	Private	200	3.6	0.86239	0.06098
Handling different technical equipments	Government	100	3.72	0.85375	0.08537
	Private	200	3.66	0.91024	0.06436
Identifying technical problems and provision of solutions	Government	100	3.84	0.81303	0.0813
	Private	200	3.18	1.09251	0.07725
Planning and organizing activities	Government	100	3.8	0.80403	0.0804
	Private	200	3.65	0.88964	0.06291
Versed with different languages	Government	100	2.42	0.96588	0.09659
	Private	200	2.47	0.92378	0.06532
Numeracy skills	Government	100	4.02	0.73828	0.07383
	Private	200	3.65	0.96548	0.06827
Basic computer skills	Government	100	4.02	0.81625	0.08162
	Private	200	3.92	0.87028	0.06154
Technical skill	Government	100	3.36	1.0202	0.10202
	Private	200	3.63	1.05768	0.07479
Negotiating and persuading	Government	100	3.24	1.28015	0.12802
	Private	200	3.65	1.14633	0.08106
Applying IT as management tool	Government	100	3.8	0.7785	0.07785
	Private	200	3.81	0.8351	0.05905
Latest technologies	Government	100	3.38	1.04234	0.10423
	Private	200	3.19	1.04852	0.07414
Identify market demands and meet customer needs	Government	100	3.94	0.64854	0.06485
	Private	200	3.66	0.89913	0.06358
Selecting, using and maintaining tools and technology	Government	100	3.18	0.77041	0.07704
	Private	200	3.41	0.82784	0.05854
Entrepreneurial skills	Government	100	3.28	1.1554	0.11554
	Private	200	3.18	1.02609	0.07256

Table 5. Independent sample T test between government and private colleges (Specific skills).

		Levene's Test for Equality of Variance		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Level of knowledge	Equal variances assumed	0.165	0.685	-1.833	298	0.068	-0.25	0.13636		-0.5183	0.01834
	Equal variances not assumed			-1.821	194.676	0.07	-0.25	0.13726		-0.5207	0.0207
Express their ideas verbally	Equal variances assumed	4.877	0.028	-1.955	298	0.052	-0.21	0.10744		-0.4214	0.00144
	Equal variances not assumed			-1.896	182.85	0.06	-0.21	0.11077		-0.4286	0.00855
Expressing their ideas in writing	Equal variances assumed	0.149	0.699	0.098	298	0.922	0.01	0.10226		-0.1912	0.21124
	Equal variances not assumed			0.097	195.791	0.923	0.01	0.10271		-0.1926	0.21256
Versed with english language	Equal variances assumed	0.251	0.616	1.091	298	0.276	0.12	0.10995		-0.0964	0.33637
	Equal variances not assumed			1.051	179.63	0.295	0.12	0.11414		-0.1052	0.34523
Handling different technical equipments	Equal variances assumed	1.216	0.271	0.549	298	0.583	0.06	0.10923		-0.155	0.27496
	Equal variances not assumed			0.561	209.8	0.575	0.06	0.10692		-0.1508	0.27077

Identifying technical problems and provision of solutions	Equal variances assumed	13.138	0	5.345	298	0	0.66	0.12349	0.41698	0.90302
	Equal variances not assumed			5.885	255.038	0	0.66	0.11215	0.43914	0.88086
Planning and organizing activities	Equal variances assumed	3.568	0.06	1.421	298	0.156	0.15	0.10559	-0.0578	0.3578
	Equal variances not assumed			1.469	216.873	0.143	0.15	0.10209	-0.0512	0.35121
Versed with different languages	Equal variances assumed	0.153	0.696	-0.435	298	0.664	-0.05	0.11488	-0.2761	0.17608
	Equal variances not assumed			-0.429	190.447	0.669	-0.05	0.1166	-0.28	0.18
Numeracy skills	Equal variances assumed	17.059	0	3.37	298	0.001	0.37	0.10979	0.15394	0.58606
	Equal variances not assumed			3.68	249.824	0	0.37	0.10056	0.17196	0.56804
Basic computer skills	Equal variances assumed	2.127	0.146	0.958	298	0.339	0.1	0.10444	-0.1055	0.30552
	Equal variances not assumed			0.978	209.804	0.329	0.1	0.10222	-0.1015	0.30152
Technical skill	Equal variances assumed	0.262	0.609	-2.109	298	0.036	-0.27	0.12803	-0.522	-0.018
	Equal variances not assumed			-2.134	204.603	0.034	-0.27	0.1265	-0.5194	-0.0206
Negotiating and persuading	Equal variances assumed	3.215	0.074	-2.807	298	0.005	-0.41	0.14605	-0.6974	-0.1226
	Equal variances not assumed			-2.706	179.91	0.007	-0.41	0.15152	-0.709	-0.111

				t	df	Sig.	Mean Diff	Std Error	Lower	Upper
Applying IT as management tool	Equal variances assumed	0.321	0.571	-0.1	298	0.92	-0.01	0.10003	-0.2069	0.18685
	Equal variances not assumed			-0.102	210.95	0.919	-0.01	0.09771	-0.2026	0.18262
Latest technologies	Equal variances assumed	0.059	0.808	1.482	298	0.139	0.19	0.12817	-0.0622	0.44223
	Equal variances not assumed			1.485	199.158	0.139	0.19	0.12791	-0.0622	0.44224
Identify market demands and meet customer needs	Equal variances assumed	20.073	0	2.773	298	0.006	0.28	0.10097	0.0813	0.4787
	Equal variances not assumed			3.083	260.862	0.002	0.28	0.09082	0.10117	0.45883
Selecting, Using and Maintaining Tools and Technology	Equal variances assumed	3.724	0.055	-2.321	298	0.021	-0.23	0.09911	-0.425	-0.035
	Equal variances not assumed			-2.377	211.275	0.018	-0.23	0.09676	-0.4207	-0.0393
Entrepreneurial skills	Equal variances assumed	4.206	0.041	0.763	298	0.446	0.1	0.13114	-0.1581	0.35809
	Equal variances not assumed			0.733	178.655	0.465	0.1	0.13643	-0.1692	0.36923

Discussion

The above table shows the value of independent t test between the two independent samples. The procedure produces two tests of the difference between the two groups. One test assumes that the variances of the two groups are equal. The Levene statistic tests this assumption. If the significance value of the statistic is greater than 0.05, it can be assumed that the groups have equal variances and ignore the second test. In the above table maximum variables have value greater than 0.05 hence the variables have equal variances. The t column displays the observed statistic for each sample, calculated as the ratio of the difference between sample means divided by the standard error of the difference. The df column displays degrees of freedom. For the independent samples t test, this equals the total number of cases in both samples minus 2. The column labeled Sig. (2-tailed) displays a probability from the t distribution with degrees of freedom.

Hence the hypotheses HA1 and HA.2 both are rejected, so the main hypothesis H2 also stands rejected. There is no significant difference between employability skills of engineering graduates from government colleges and private colleges.

Limitations

- The number of students, the respondents selected for study was 200, which may appear small to represent the population in the region.
- In terms of employers, 100 respondents were selected, which may not be sufficient to represent the chunk of them.
- There may be a possibility of biasness in the selection of respondents.
- There may be time limitation with respondents.

• The study was confined to students and employers in Malwa region. The findings of research may not be generalized for other cities and other states of India.

Conclusion

The above research proves that is no significant difference in the level of employability skill among government and private institute engineering graduates.

When it comes to top level government and private institutions, there is hardly any significant difference in terms of employability skills. The ownership of institute hardly matters when it comes to employability.

In this study, the respondents were from top level colleges, where students are considered as at par in terms of quality and results. There may be minor differences, but generally, the intake is almost same.

Indian institute of technology was not selected as an institution deliberately because this is managed by ministry of HRD. Other top level colleges of Indore are considered same. Significant differences may be seen in terms of government and other private colleges not having good ranking.

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