

Empowering Futures: A Case Study on Delhi University Women Colleges Student's Perspectives on Campus Training and Placement Initiatives

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ABSTRACT

Purpose: This study examines the employment opportunities and career aspirations of undergraduate women students in women's colleges affiliated with the University of Delhi. It investigates the role of Training and Placement Cells (TPCs) in shaping students' career preparedness and explores the influence of factors such as self-perception, career expectations, personality, and satisfaction with placement services on employment prospects.

Design/Methodology/Approach: The study adopts a quantitative case study approach. Primary data were collected from 105 undergraduate women students using a self-structured questionnaire through an appropriate sampling technique. The collected data were analysed using SPSS Version 26, employing descriptive statistics, Chi-square tests, and correlation analysis to examine relationships among the study variables.

Findings: The findings reveal that students' awareness of placement cell services is significantly associated with the academic course pursued, whereas family economic status does not significantly influence satisfaction with placement cell activities. The study also highlights the importance of self-perception, career expectations, and personality in shaping employment readiness among female students. These findings underscore the growing significance of institutional career support in enhancing employability within higher education.

Originality/Value: The study contributes to the limited literature on career development and placement support for women students in Indian higher education by focusing exclusively on women's colleges of the University of Delhi. It offers practical insights for higher education institutions to strengthen placement mechanisms and suggests avenues for future comparative research across co-educational institutions and gender groups.

Paper Type: Empirical Research Paper

KEYWORDS: Self-perception | Self-expectations | Self-Personality | Satisfaction | Training and Placement Cell (TPC) | Female-Student

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Introduction

The current urban women are educated, sensitive, career oriented, ambitious and in various fields perform well, they are able to balance work life pressures. Women are likely to be resisted despite the changes that are positive in the society. In certain families, the traditional beliefs still hold on, and girls are considered inappropriate in education or jobs. Although, there are increasing numbers of Indian women working out of home, there are societal, cultural and economic factors influencing them thus necessitating a change in the attitude. It is imperative to understand the views of women in regards to education and career decisions in the face of these difficulties. Placement cell is an agent of hope, which creates awareness and attitude towards making career choices. It becomes important to evaluate the issues of the women and their perception of the placement cell, since the percentage of girls taking up the placement opportunities is lower as compared to that of boys. A study by (Melak & Singh, 2021) reveals this gap, which requires more research. Social motivations are important when it comes to attracting female students to job opportunities as (Anette Kolmos, 2013) underscores. Therefore, the proposed study will examine the attitude and perception of female students towards their college placement cell and employment opportunities and illuminate the issues that direct them to adopt the offered employment opportunities by the college.

Training and Placement Cell

TPC are a specially focused organization to educate and empower the students. The colleges have different courses that are centered on humanities and they are focused on creating a safe atmosphere where students can express themselves. TPC (TPC) hold seminars, workshops and training programs to improve learning experience to students. These programs include professionals in the industry and offer great knowledge and early introduction into the competitive world. The TPC focuses on encouraging students to engage in different areas of career, promotion of interest and positive attitude towards employment opportunities. The placement cell is also important in student guidance, misconceptions, and psychological preparation of students by practice interview and counselling.

Statement of the Problem

TPC have been active for more than a decade, faced low participation, primarily from specific courses in Women colleges. Despite efforts, mainly commerce students engaged. To uplift this, the coordinators, took initiative to create WhatsApp groups, used social media but participation remained low, prompting a study on the persisting issue especially female students. The study aims to explore factors influencing women's employment decisions at a young age, specifically when approaching the college TPC of women colleges.

Review of literature

This literature review is a systematic examination of the complex issue of women gaining access to education and professional work when examining the factor that specific to social and cultural issues. The review summarizes the findings of other studies to give an elucidation of the complex relationship which exists between economic, social, and cultural variables that result in gender disparities in some aspects including land ownership, marriage, and informal networks. According to (kumari, 2014), even though women are highly respected, the current social and cultural pressures, including early marriage and prohibition of employment outside the home, tend to lead to the situation when women study not in reality but in theory. This movement brings about minimal participation of women in the professional jobs at national level. (Gupta, 2015) also highlights the dualism of the role women have to play, and in addition to the employment duties, they should also take care of the family. (Andal, 2002) admits that the contemporary era of women making a paycheck is an established fact, but emphasizes that the challenges and injustices in this regard continue to have an impact on working women (Sharma, 2021). Women empowerment, which is essential in development of society, is dependent on enhancement of their economic, social and political status. According to (kumari, 2014) the economic status of women in the family is better in case of the independent source of income to support self-esteem, domestic situations, and community advancement. Moving to the student point of view and their hopes, the research of several different studies, including (Golos, 2019; Aithal & Shenoy, 2016) has delved into the expectations and perceptions students have of the activities of the placement cells. (Golos, 2019) performs the comparative analysis of the expectations of the students before the placements and their satisfaction after the placement. (Aithal & Shenoy, 2016) note various discrepancies between the students and parents concerning the importance of universities in hosting placement events and in finding positions in reputed organizations. Existing studies (Rankin, Agharazidermani, & Thomas, 2020; Reddan, 2016) highlights the fact that self-efficacy, social support, gender role attitudes, and role models play a crucial role in career desires. (Yakin & Erdel, 2012) refer to the motivational aspect of self-efficacy in personal success and (Ming, Aminah, & Maimunah, 2006, December) indicate that the confidence-creating programs and support systems are effective in stimulating career ambitions in women in work. To sum up, this literature review will provide an overall picture of the issue of women in education and employment, with its complex nature of social and cultural factors. The review notes that there is a need of interventions focusing on self-efficacy, social support and gender role attitudes to promote career aspirations in women and lead to a more empowered society that is more equitable.

Objectives of the Study: The present study is undertaken to fill this wide gap, where authors tried to find the answers for the same through the following objectives: (i) To analyze the status of female undergraduate students in taking up a job through the TPC of Women colleges. (ii) To analyze the various factors affecting female undergraduate student's choice for taking up placement opportunities. (iii) To analyze the perceptions of undergraduate female students about the job opportunities arranged by the TPC.

Research Methodology

Primary data were poised by means of structured questionnaire among the undergraduate female students of the Delhi University Women Colleges. The questionnaire was set to measure perceptions, attitudes, and aspects that affected engagement with the placement cell and thus, a pilot study was conducted using 20 randomly selected students in the women colleges. This pretest that took place under the supervision of the researchers narrowed down questionnaire phrases and explained items. The sample used in the pilot study was different with that of the main investigation.

3.1 Sampling Technique and sample Description: This case study exclusively focuses on Women Colleges (Delhi University) utilizing targeted sampling to collect data. The researchers administered a self-structured questionnaire to final-year students (academic session 2023), encompassing all courses. The 5-point Likert scale measured responses. Out of 3000 female students approached, 150 responded, with 105 complete and valid submissions. The diverse population, varying in family backgrounds, economic status, education, and careers, makes it an ideal sample for exploring different perspectives on TPC activities.

3.2 Data Analysis: The analysis of the data collected was interpreted by applying statistical software SPSS version 26. The questionnaire was assessed for its

reliability using Cronbach's Alpha and normality using Kolmogorov Smirnov test. The Cronbach Alpha's result as shown by table 3.1 that all constructs have Alpha values more than 0.60 which have been marked as good in social science researches and indicates that the construct are highly reliable.

Table1 : Reliability Statistics

Constructs/Variables	No of Items	Cronbach's Alpha
Student's Perception Traits	6	0.851
Student's Expectation Traits	6	0.906
Student's Self-efficacy	4	0.660
Student's Satisfaction	10	.949

As sample size is more than 50, Kolmogorov Smirnov test was done to check the normality of data. The results of Kolmogorov Smirnov test showed that the data does not follow normal distribution as all the constructs have 'p' value less than 0.05, hence, only non-parametric tests can be conducted to analyze the data. The data analysis has been performed as per the objective of the study on basis of research problem, and based on the hypothesis they have put forward. The results of the statistical test were used to draw the interpretations and come up with the conclusion. The researcher used statistical tools including Descriptive analysis, correlation, regression and chi-square test as per to test the hypotheses framed.

Findings of the study

Table 1 shows the annual family income of the respondents. As can be seen from the table 57.1% sample respondents come under the category of More Than 15 Lacs per annum, 30.5% of respondents comes under 10-15 Lacs per annum, 8.6% of respondents comes under 5-10 Lacs per annum, 3.8% of respondents comes under Less than 5 Lacs per annum.

Table 2: Demographic profile for income of Parents

Annual Income of Parents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More Than 15 Lacs	60	57.1	57.1	57.1
	10-15 Lacs	32	30.5	30.5	87.6
	5-10 Lacs	9	8.6	8.6	96.2
	Less than 5 Lacs	4	3.8	3.8	100.0
	Total	105	100.0	100.0	

Only out of 105 respondents, 35% students agreed that they are aware about the TPC of their college and its activities going on throughout the year. Around 40% agreed that "I believe that placement cell is very important for a student". While 25% agreed that "I am aware of all the activities/seminars/ workshops organized by the placement cell". This depicts a very low awareness about the placement cell and its activities among students and gave researchers a reason to find out the reasons behind this low awareness among the students.

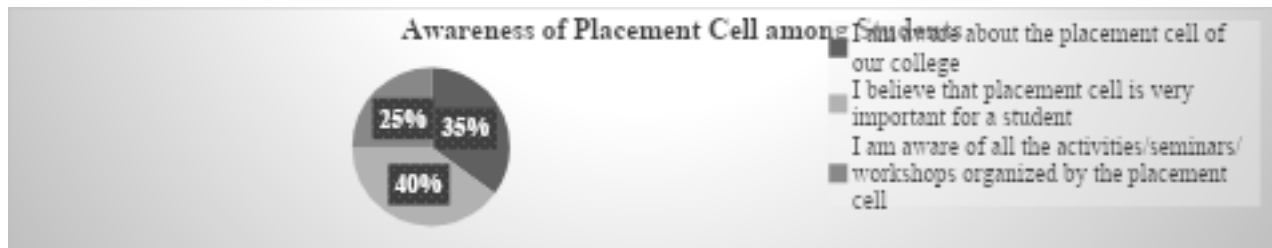


Figure 1 Awareness of Placement Cell among Students

Figure 1 shows the participation of students from different courses in placement cell activities. Majority of respondents were found to have commerce background followed by Political science students. Other courses were found to have only negligible participation despite of equal exposure received by them.

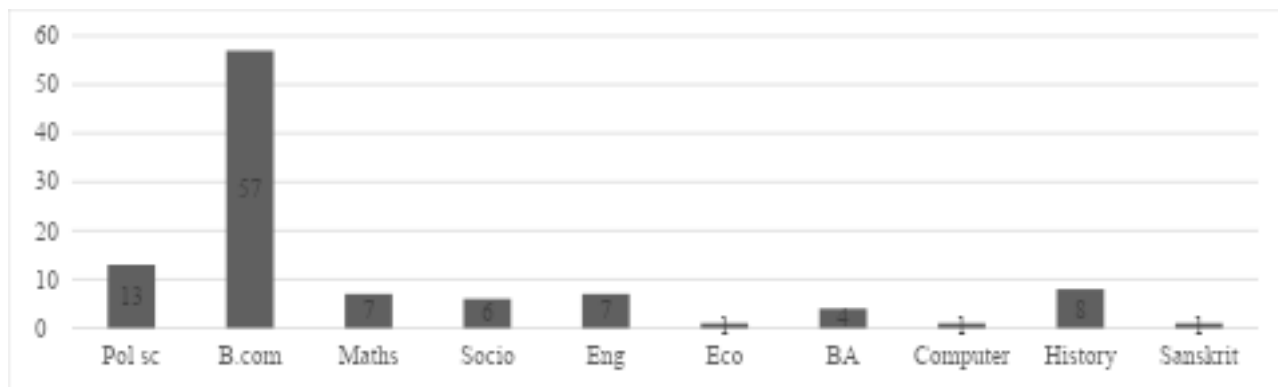


Figure 2: Course wise student participation in placement cell

The means of the variables constructs i.e., Perception Traits, Expectation Traits and self-efficacy were found to be quite high and the result of standard deviation suggest that the variation in responses is on higher side. This high variation in data can also be seen in course-wise participation of students in placement cell activities (Figure 2). So, we can say difference in courses can be one of the reasons behind high variation in students' traits.

Table 3: Hypotheses Testing Results

S. No	Null Hypothesis	Result
H ₀₁	The economic status of family has no relationship with girl's student's satisfaction with the placement cell.	As per Pearson Chi-Square Analysis, Sample respondents' satisfaction with placement cell is not dependent on their economic background as well as Chi-Square value is 73.716 ^a with p-value of 0.616 > 0.05. Since the p-value exceeds the 0.05 significance level, we fail to reject the null hypothesis. This indicates no statistically significant association between a student's economic background and her satisfaction with the placement cell.



S. No	Null Hypothesis	Result
H ₀₂	There is no association between the course they are pursuing and awareness of placement cell among students.	As per Pearson Chi-Square Analysis, Awareness of placement cell activities is dependent on the course of the sample respondents pursuing and Chi-Square test value is 18.845 ^a with p-value of .027<0.05. The p-value is below the 0.05 threshold, leading to the rejection of the null hypothesis. This suggests a statistically significant association between the course a student is pursuing and her awareness of the placement cell.
H ₀₃	There is no relationship between self-efficacy and student's satisfaction with the TPC.	As per Regression Analysis, P-value (.001) is less than 0.05, The p-value is significantly less than 0.05, leading to the rejection of the null hypothesis. This indicates a statistically significant relationship between a student's self-efficacy and her satisfaction with the TPC.
H ₀₄	There is no relationship of the self-perception traits (SPT) and the satisfaction with the TPC activities.	As per Regression Analysis, P-value (0.033) is less than 0.05 leads to rejection of Null Hypothesis. This suggests a statistically significant relationship between self-perception traits and satisfaction with the TPC activities.
H ₀₅	There is no impact of student's expectations on satisfaction with the TPC activities.	As per Pearson Chi-Square Analysis, Satisfaction with the placement cell activities is highly dependent on the sample respondent's expectations. Chi-Square test value is 593.704 ^a with p-value of .000<0.05, The p-value is well below the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a strong statistically significant impact of student expectations on their satisfaction with the TPC activities.

Interpretation and Discussion

The results of the research indicate that there are a number of strong correlations that exist between the different variables and student satisfaction with the TPC activities. To begin with, the null hypothesis (H01) regarding the absence of a connection between the economic background of students and the TPC attendance is accepted. This finding is explained by the fact that most of the participants had a good economic status, which is consistent with a previous study that found that family income is not a predictor of interest in placement cell activities (Nguyen & Herron, 2021). There is a socioeconomic influence on engagement and lower-income students feel less connected to their institution (Cabrera, Stampen, & Hansen, 1990; Kim, 2004). Even financially sponsored students may not view placement cell activities as skill enhancing. Secondly, the null hypothesis (H02) is rejected which makes one realize that the pursued course and the knowledge of the placement cell activities are strongly associated. The level of awareness among the commerce students is highest (54.3%), then political science students (12.4%). Although the overall awareness is accepted, it is observed that the students of other courses tend to be bored with these activities or find them irrelevant, which affects their usefulness. The role of education in the intentions and skills is affirmative (Von Graevenitz, Harhoff, & Weber, 2010; Oosterbeek, Van Praag, & Ijsselstein, 2010). The third result

disapproves the null hypothesis (H03), meaning that there is a correlation between self-efficacy and satisfaction with placement cell activities of students. This is in line with the previous studies that have stressed on the positive correlation between self-efficacy and academic success (Doménech-Betoret, Abellán, & Gómez-Artiga, 2017). With high self-efficacy, satisfaction is high, which is why institutions should encourage self-efficacy to increase placement cell satisfaction (Edwards, 2014; Al Sebaee, Aziz, & Mohamed, 2017). Besides, the null hypothesis H04 is rejected, which indicates that there is a relationship between the students' self-perception traits (SPT) and their satisfaction with the activities of the placement cells. Research indicates that the placement experiences have an impact on the self-view of students, which leads to the development of a professional attitude (Cranick, 2015). Also, self-esteem is found to be a life satisfaction predictor (Tse, 2008). It means that self-perception characteristics influence professional experience satisfaction, and one of them is placement activities. Finally, a null hypothesis (H05) is rejected, which proves that the expectations of students are significant in the development of satisfaction with placing activities. Expectations are the strongest predictors of satisfaction, and it is important to match student expectation with the placement experiences (Fortune, et al., 1985; Golos, 2019; Chen, 2012). The dependency and positive linear relationship between

expectations and satisfaction are supported through Chi-square and regression analysis.

Conclusion

To sum up, this research highlights the complexity of the aspects of student satisfaction with the activities of the TPC, which can be valuable in guiding institutions to adapt approaches to increase their engagement and comprehensive career development.

The research targets female students in women colleges which restricts generalizability. The limitations presented by time and a limited number of participants (105 respondents) might impact the validity and applicability of the study, focusing on contextual relevance.

It could be interesting to conduct a similar study in co-ed colleges, investigate the differences in gender attitudes, perceptions and criteria used in career choice. The comparison of males and females, as well as various samples, can be used to inform gender-specific recruitment strategies of Higher Education Institutions.

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Annexure 18.1.1

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**Reviewers
Memorandum**

Reviewer's Comment 1: The manuscript addresses a socially relevant and timely issue by examining the perceptions of female undergraduate students towards Training and Placement Cell (TPC) initiatives in Delhi University women's colleges. The study effectively combines the themes of women's empowerment, employability, and higher education, making it valuable for both researchers and institutional policymakers. The use of statistical techniques such as reliability analysis, Chi-square, regression, and correlation strengthens the credibility of the findings. As a suggestion for future research, the authors may consider expanding the study across multiple universities or different geographical regions to improve the generalizability of the findings and provide broader policy implications.

Reviewer's Comment 2: The paper is well-structured and clearly presents the research objectives, methodology, and findings. The discussion highlighting the influence of self-efficacy, self-perception, and student expectations on satisfaction with placement activities offers useful insights into factors affecting career preparedness among women students. The practical implications for strengthening placement cells are particularly noteworthy. As a minor enhancement, future studies could adopt a longitudinal approach to examine how students' perceptions evolve over time and whether participation in placement activities translates into actual employment outcomes after graduation.

Reviewer's Comment 3: This study makes a meaningful contribution to the literature on career development and employability by focusing specifically on women students, an area that has received comparatively limited attention. The findings regarding differences in awareness of placement cells across academic disciplines provide useful insights for higher education institutions. The manuscript is supported by relevant literature and appropriate statistical analysis.

**Citation**

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**Editorial
Excerpt**

The article has 9% of plagiarism which is the accepted percentage as per the norms and standards of the journal for publication. As per the editorial board's observations and blind reviewers' remarks the paper had some minor revisions which were communicated on a timely basis to the authors (Kalpana and Arshi), and accordingly, all the corrections had been incorporated as and when directed and required to do so. The comments related to this manuscript are noticeably related to the theme "Empowering Futures: A Case Study on Delhi University Women Colleges Student's Perspectives on Campus Training and Placement Initiatives" both subject-wise and research-wise. The manuscript presents a relevant and well-executed case study on the role of Training and Placement Cells in enhancing the career preparedness of women students in higher education. The research addresses an important educational and societal issue, employs appropriate quantitative methods, and provides practical recommendations for improving institutional placement support. The findings contribute to the growing literature on employability and women's career development in the Indian higher education context. After comprehensive reviews and the editorial board's remarks, the manuscript has been categorized and decided to publish under the "Empirical Research Paper" category.

Acknowledgement

The acknowledgment section is an essential part of all academic research papers. It provides appropriate recognition to all contributors for their hard work and effort taken while writing a paper. The data presented and analyzed in this paper by (Kalpana and Arshi) were collected first handily and wherever it has been taken the proper acknowledgment and endorsement depicts. The authors are highly indebted to others who facilitated accomplishing the research. Last but not least, endorse all reviewers and editors of GJEIS in publishing in the present issue.

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