

Engineering Students Perception towards Placement Activities of the College

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This paper assess students perceptions concerning the level of campus placement activities of their higher education institution and determines the order of importance of various factors, as perceived students. Primary data based on the responses of 100 students in select engineering colleges in Tamil Nadu. Descriptive, correlation and ANOVA test indicated that students perception across the three demographics under study were significantly different was performed The findings should assist educational constitutions in formulating an effective campus placement process and students in preparing for them in select engineering colleges. The outcome of this resulted in all time record placements in our institutions.

Keywords: Placement Cell Activities, Campus recruitment training methodology, training environment, training assistance.

1. Introduction

The students are very passionate to participate and get placed immediately after completing their pre-final year of graduation. The colleges invite the recruiters and drives are conducted. The total percentage of students getting placement is very precious to the institution, as this will become one of the major factors affecting the next academic year's admissions. The one objective of every institution is to increase the number of placements.

Engineering education in Tamil Nadu is flourishing at a rapid rate with 436 Engineering colleges containing 1,72,000 engineering seats in various disciplines. But, the fact is that in all these college placement record comes to 35% only. In this paper we are focusing on various parameters which affect the students while appearing in campus placement derives and also the effect of these parameters on the employability of the students. It is not possible to differentiate colleges on the basis of their placement records only rather for their ranking we have to take care of other parameters like Academic Record and history, Placement history. The important factors which help a student in cracking a campus placement derive are: Identification of opportunity.

2. Review of Literature

Shua, et. al., (2024) have done a research on developing an application as an automated solution to training and placement cell activities. It can be accessed and effectively used throughout the organization with proper login enabled. This application can be used for the Placement Officers in the college to manage the student information with regard to placement. Student logging should be able to upload their personal and educational information in the form of a resume. The key feature of this project is that it is one time registration enabled. This study provides the facility of maintaining the details of the students. The management of Training and Placement is supported by databases, spreadsheets and E-mail communications. The findings of the study shows that the list of candidates to recruit the students based on given query and administrator logging may also search any information put up by the students.

Singh, et. al., (2023) did a study on comprehensive campus recruitment and placement system's goal is to give students compatibility to make placement easier. The aim of the study to analyse the system has three login options are admin, teacher and student. Data were collected useful for college students, various employers who come to campus to recruit, and even the school's placement officer. Students can build their profiles and submit all of their information, including their grades, using the software system. The findings of the research supported each student's information and delete any invalid accounts and system also includes admin login so that different companies visiting the college can access a list of students.

Jewani, et. al., (2023) conducted a study to determine technique offers students a very effective method of placement. The aim of the study has quick access to the students who qualify and the system states that it will inform the kids. The system provides college with documentation for alumni gatherings. The timetables of all the placement-related activities can be created by the placement officer. Students who meet the requirements are automatically notified by the company. This solution aids students and TnPs in maintaining their data at a secure portal and makes it possible to use it for additional training and employment activities. The findings of the research preserving all data on a secure site that can be utilized in the future, it minimizes research effort. It also offers a single default form that incorporates company counts and information to assist TnPs with future placement operations and retain records of all referral companies.

3. Objective of the Study

To access the student's opinion towards campus recruitment, training methodology, training environment and training assistance based on their demographic profile such as gender, birth place and medium of school education.

4. Research Methodology

The study was conducted among students of select Engineering colleges in Tamil nadu. The students of these engineering college students constituted the Population. According to a database 100 samples collected.

5. Results and Analysis

The data collected was reviewed and then analyzed to meet the objective of the research work.

Table – 1 : Students opinion about placement cell activities

Placement Cell Activities	Mean	Std. Deviation
Campus Recruitment Training Methodology	3.6820	0.609
Training Environment	3.3186	0.422
Training Assistance	3.1475	0.543

The result is displayed in the table – 1. The total mean score of campus recruitment training methodology is 3.6820 and the standard deviation value is 0.609. The total mean score of training assistance is 3.1475 and the standard deviation value is 0.543. The total mean score of training environment is 3.3186 and the standard deviation value is 0.422. From the mean value, it is inferred that the engineering college students are having more campus recruitment training methodology. But, training assistance is found to be low.

Table – 2 : Relationship between placement cell activities and gender

Placement cell activities	Gender	
	r-value	p-value
Campus recruitment training methodology	0.399	0.001*
Training environment	0.521	0.001*
Training assistance	0.391	0.001*

H1 : Placement cell activities are having significant relationship with gender.

Table – 2 shows the relationship between placement cell activities and gender. In order to check the existence of any significant relationship between placement cell activities factors and gender. Pearson correlation test was performed. The calculated p-value is significant at one percent level for the placement cell activities with the gender. Hence, it is inferred that the placement cell activities factors are having significant relationship with gender. From the correlation values, it is noted that training environment ($r = 0.521$) has highly correlated with gender, followed by campus recruitment training methodology ($r = 0.399$) and training assistance ($r = 0.391$). It is revealed that training environment, campus recruitment training methodology and training assistance are the placement cell activities factors having significant and positive relationship with gender. However, training assistance is having the least level of relationship with gender. Further, it is revealed that training environment have high related with gender. However, campus recruitment training methodology and training assistance are having the least level of relationship with gender.

Table – 3 : Relationship between placement cell activities and birth place

Placement cell activities	Birth Place	
	r-value	p-value
Campus recruitment training methodology	-0.083	0.049*
Training environment	0.161	0.001*
Training assistance	0.362	0.001*

H1 : Placement cell activities are having significant relationship with birth place.

Table – 3 shows the relationship between placement cell activities and birth place. In order to check the existence of any significant relationship between placement cell activities factors and birth place. Pearson correlation test was performed. The calculated p-value is significant at one percent level for the placement cell activities with the birth place. Hence, it is inferred that the placement cell activities factors are having significant relationship with birth place. From the correlation values, it is noted that training assistance ($r = 0.362$) has

highly correlated with birth place, followed by training environment ($r = 0.161$) and campus recruitment training methodology ($r = -0.083$). It is revealed that training assistance and training environment are the placement cell activities factors having significant and positive relationship with birth place. However, campus recruitment training methodology is having the negative level of relationship with birth place. Further, it is revealed that training assistance have high related with birth place. However, campus recruitment training methodology is having the negative level of relationship with birth place.

Table – 4 : Relationship between placement cell activities and medium of school education

Placement cell activities	Medium of school education	
	r-value	p-value
Campus recruitment training methodology	0.121	0.001*
Training environment	0.237	0.001*
Training assistance	0.257	0.001*

H1 : Placement cell activities are having significant relationship with medium of school education.

Table – 4 shows the relationship between placement cell activities and medium of school education. In order to check the existence of any significant relationship between placement cell activities factors and medium of school education. Pearson correlation test was performed. The calculated p-value is significant at one percent level for the placement cell activities with the medium of school education. Hence, it is inferred that the placement cell activities factors are having significant relationship with medium of school education. From the correlation values, it is noted that training assistance ($r = 0.257$) has highly correlated with medium of school education, followed by training environment ($r = 0.237$) and campus recruitment training methodology ($r = 0.121$). It is revealed that training assistance, training environment and campus recruitment training methodology are the placement cell activities factors having significant and positive relationship with medium of school education. However, campus recruitment training methodology is having the least level of relationship with medium of school education. Further, it is revealed that training assistance and training environment have high related with medium of school education. However, campus recruitment training methodology is having the least level of relationship with medium of school education.

6. Findings and Recommendation

❖ It is inferred that the engineering college students are having more campus recruitment training methodology. But, training assistance is found to be low. Training assistance can be improved by creating an environment where the students feel is valued and motivated to share ideas and best practices.

❖ It is revealed that training environment have high related with gender. However, campus recruitment training methodology and training assistance are having the least level of relationship with gender. Training assistance can be enhanced by improving the students engagement and communication between students and placement cell.

❖ It is revealed that training assistance have high related with birth place. However, campus recruitment training methodology is having the negative level of relationship with birth place. Campus recruitment training methodology can be moulded according students culture and visions and can motivate student who aspire for growth and learning.

❖ It is revealed that training assistance and training environment have high related with medium of school education. However, campus recruitment training methodology is having the least level of relationship with medium of school education. Campus recruitment training methodology can be improve by most include defining hiring needs, the ideal student profile and best channels for job postings.

7. Conclusion

The aim of the study is analyse the placement cell activities of the top 10 engineering colleges in Chennai. Campus recruitment training methodology, training environment and training assistant are the placement cell activities have been analysed with demographic profile such as gender, birth place, mode of school education, the result indicates that demographic profile have been related with placement cell activities. From this study, it is noted that various parameters affect the students while appearing the campus placement. The training and placement cell is the major relationship center for these industries giving them the guidance for the right way they could initiate their noble cause. This builds the trust and healthy relations between the industry and institute for a win-win situation to bridge the gap between the two for the sake of the students getting absorbed by the industry and the fulfilment of the industrial need getting right talent at right place.

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