

**A STUDY ON STUDENTS PERCEPTION TOWARDS
PLACEMENT TRAINING PROGRAMME AT
SATHYABAMA INSTITUTE OF SCIENCE AND
TECHNOLOGY**

Submitted in partial fulfillment of the requirements for the award
of

Bachelor of Commerce

by

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REGISTER NO: 41740007



SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

CATEGORY-1 UNIVERSITY BY UGC

Accredited with Grade “A++” by NAAC | 12B Status by UGC | Approved by AICTE

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

APRIL - 2024



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BONAFIDECERTIFICATE

This is to certify that this Project Report is the bonafide work of **GAYATHRI DEVI D, (41740007)** who carried out the Project entitled **"A STUDY ON STUDENTS PERCEPTION TOWARDS PLACEMENT TRAINING PROGRAMME AT SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY"** under my supervision for a period of 3 months from JAN 2024 to MAR 2024.

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DECLARATION

I **GAYATHRI DEVI (41740007)** hereby declare that the Project Report “**A STUDY ON STUDENTS PERCEPTION TOWARDS PLACEMENT TRAINING PROGRAMME AT SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY**” done by me under the guidance of **DR. TR. KALAI LAKSHMI M.A., MBA, M.Phil. , Ph.D,**Associate Professor, School of Management studies is submitted in partial fulfilment of the requirements for the award of Bachelor of Commerce.

DATE:

PLACE:

GAYATHRI DEVI D

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ABSTRACT

This research scrutinizes “**A Students Perception Towards Placement Training Programme at Sathyabama Institute of Science and Technology**”, aiming to understand their experiences and perspectives. The study encompasses an exploration of demographic characteristics such as age, gender distribution, academic backgrounds, and the timing of participation in placement training. Furthermore, it delves into students' perceptions regarding the significance of various skills for employment, including aptitude training, communication skills, soft skills, and technical competencies. These insights offer a comprehensive understanding of the area's students deem crucial for success in the job market.

Additionally, the study evaluates the effectiveness of the placement training programme by analysing student feedback on different training components. This includes their assessments of training quality, perceived improvements in essential skills, and overall satisfaction with the programme. By synthesizing these findings, this research contributes valuable insights into student perspectives on the placement training programme at **SATHYABAMA**. These insights can inform strategies to optimize the programme, aligning it more closely with student needs and enhancing their preparation for successful entry into the workforce.

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LIST OF ABBREVIATIONS

S.NO.	PARTICULARS	PAGE NO
1	SIST- Sathyabama Institute of Science and Technology	8
2	NCERT- National Council of Educational Research and Training	3
3	AMET- Academy of Maritime Education and Training	5
4	NIRF- National Institutional Ranking Framework	11
5	ESEP- Employability Skills Enhancement Programme	4

CHAPTER-1

INTRODUCTION

1.1 ORIGIN OF EDUCATION SYSTEM IN INDIA:

1.1.1. BUDDHIST PALI LITERATURE

Education in India is primarily managed by the state-run public education system, which falls under the command of the government at three levels: central, state and local. Early education in India commenced under the supervision of a guru or preceptor after initiation. The education was delivered through Gurukula. The relationship between the Guru and his Shishya (students /disciples) was a very important part of education. Takshasila (in modern-day Pakistan) is one of the examples of ancient higher learning institute in India from possibly 8th century BCE, however, it is debatable whether it could be regarded a university or not in modern sense, since teachers living there may not have had official membership of particular colleges, and there did not seem to have existed purpose-built lecture halls and residential quarters in a Taxila, in contrast to the later Nalanda university in eastern India. Nalanda was the oldest university-system of education in the world in the modern sense of university. There all subjects were taught in the Pali language.

Secular institutions cropped up along Buddhist monasteries. These institutions imparted practical education, e.g., Medicine. A number of urban learning centers became increasingly visible from the period between 500 BCE to 400 CE. The important urban centers of learning were Nalanda (in modern day Bihar), Vikramashila, Odantapuri among others. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as Buddhist Páli literature, logic, páli grammar, etc. Chanakya, a Brahmin teacher, was among the most famous teachers, associated with founding of Mauryan Empire.

SHRAMANAS AND BRAHMANAS:

Shramanas and Brahmanas historically offered education by means of donations, rather than charging fees or the procurement of funds from students or their guardians. Later, stupas, temples also became centers of education; religious education was compulsory, but secular subjects were also taught. Students were required to be brahma Caris or celibates. The knowledge in these orders was often related to the tasks a section of the society had to perform. Arts, crafts, Ayurveda, architecture were taught.

ISLAM:

With the advent of Islam in India the traditional methods of education increasingly came under Islamic influence.] Pre-Mughal rulers such as Qutb-ud-din Aybak and other Muslim rulers-initiated institutions which imparted religious knowledge. Scholars such as Nizamuddin Auliya and Moinuddin Chishti became prominent educators and established Islamic monasteries. Students from Bukhara and Afghanistan visited India to study humanities and science. Islamic institution of education in India included traditional madrassas and maktabas which taught grammar, philosophy, mathematics, and law influenced by the Greek traditions inherited by Persia and the Middle East before Islam spread from these regions into India. A feature of this traditional Islamic education was its emphasis on the connection between science and humanities.

BRITISH RULE:

British rule and the subsequent establishment of educational institutions saw the introduction of English as a medium of instruction. Some schools taught the curriculum through vernacular languages with English as a second language. The term "pre-modern" was used for three kinds of schools – the Arabic and Sanskrit schools which taught Muslim or Hindu sacred literature and the Persian schools which taught Persian literature. The vernacular schools across India taught reading and writing the vernacular language and arithmetic. British education became solidified into India as missionary schools were established during the 1820s.

18TH CENTURY:

Dharampal was instrumental in changing the understanding of pre-colonial education in India. Dharampal primary works are based on documentation by the colonial government on Indian education, agriculture, technology, and arts during the period of colonial rule in India. His pioneering historical research, conducted intensively over a decade, provides evidence from extensive early British administrators' reports of the widespread prevalence of indigenous educational institutions in Bombay, Bengal and Madras Presidencies as well as in the Punjab, teaching a sophisticated curriculum, with daily school attendance by about 30% of children aged 6–15.

COLONIAL PERIOD:

In 1835, the English Education Act was passed by the British in India. This act made English formal medium of education in all schools and colleges. This act neglected both indigenous schools and mass education, as only the small section of upper-class Indians were educated to become the connecting link between the government and the masses. This act is today popularly known as Macaulayism.

POST INDEPENDENCE:

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous

organization that would advise both the Union and state governments on formulating and implementing education policies.

1.1.2 CAMPUS PLACEMENT:

Campus placement or campus recruiting is a program conducted within universities or other educational institutions to provide jobs to students nearing completion of their studies. In this type of program, the educational institutions partner with corporations who wish to recruit from the student population.

Campus recruitment is the process of recruiting young talent directly out of colleges/universities. In this case, companies use campus drive as a way to fill their companies with young talented employees. Also, it is considered one of the best ways to hire fresh talent right off the college. A study by Aptitude Research Partners shows that nearly 70% of companies are hiring new college graduates this year, illustrating the significance of campus recruitment. This type of recruitment is mutually beneficial for both students and companies. Students can secure employment before graduation, often in their field of study, at the same time, companies can access a pool of young, talented individuals eager to start their careers.

1.1.3 PLACEMENT TRAINING PROGRAMME IN OTHER COLLEGES:

A) UNIVERSAL GROUP OF INSTITUTION:

1. Employability Skills Enhancement Programme (ESEP):

Under the wide umbrella of ESEP, UGI offers its students a set of 'transferable skills' that are not specific to one particular career path but are generic across all employment sectors. UGI knows the current market trend & its needs and also its student's interests & potential. With this understanding and emphasis upon a mix of skills required, ESEP@UGI offers all the in-campus opportunities to the career seekers of United:

- ✓ GATEWAY to 'GATE'
- ✓ Verbal Ability Program (VAP)
- ✓ Campus Recruitment Training (CRT)
- ✓ Technical Trainings (TT)

2. Academy of Maritime Education and Training (AMET):

Academy of Maritime Education and Training (AMET) is a private Deemed university located in Chennai, Tamil Nadu, India. The institute is dedicated for maritime education and training. It is one of its kind technology-oriented institute of higher education in India dedicated for maritime Studies.

B) CHENNAI INSTITUTE OF TECHNOLOGY:

Chennai Institute of Technology offers unique platform to equip students with the required knowledge and skillsets through coaching, mentoring and orientations programs, thereby paving way to the right destination from various avenues of career prospects.

Our unique propositions include: -

- a) Training modules handcrafted by Industry Experts.
- b) Training starts from the first year.
- c) Training scheduled in line with academic time table.
- d) Training offered by experienced faculties with Industrial experience.
- e) Year-wise scheduled programs, flexible options to choose from and industry customized programs.
- f) 24 x 7 access to Center of Excellence's
- g) Innovative Learning practices and infrastructure focused on futuristic technology.
- h) Provide live platform to demonstrate learning through guided social and industrial projects.
- i) Students are handheld for patent registration of their innovative projects.
- j) Continuous assessments and monitoring for quality improvement and skill set mapping.

C) TAMIL NADU COLLEGE OF ENGINEERING:

The Placement and Training Cell:

- a) Advises students on career options with cost,
- b) Provides information on training and employment opportunities with cost,
- c) Provides guidance and counselling services,
- d) Arranges for placement with cost,
- e) Arranges courses on personality development with cost,
- f) Conducts seminars, lectures, career guidance programmes and entrepreneurship development programmes.

1.2 OBJECTIVE OF THE STUDY:

- a) The primary objective of this research is to gain a comprehensive understanding of how students perceive and engage with placement training programmes.
- b) The ultimate goal is to enhance the effectiveness of placement training initiatives, fostering a more seamless transition for students into the professional sphere.
- c) The study aims to provide valuable insights for educators, institutions, and employers.
- d) To investigate whether the training is useful for increasing employability skill.
- e) Gather insights to inform program improvements and optimizations. To know how far the students satisfied towards placement training.

1.3 NEED FOR THE STUDY:

The study might identify specific areas where students feel placement training programs could be enhanced. Students' feedback and suggestions gathered through the study could be valuable for improving existing placement training programs or developing new initiatives tailored to meet the evolving needs of students and the demands of the job market.

- a) Gather feedback to refine placement training, utilizing student insights.
- b) Bridge academia and job market skills with tailored training.

- c) Equip students for better employability with diverse skills.
- d) Offer a competitive edge in today's job market.
- e) Tailor training to match individual career aspirations.
- f) Enhance institutional reputation through student success.

1.4 SCOPE OF THE STUDY:

- a) It helps to investigate some factors like Relevance and effectiveness of training modules.
- b) Student confidence level.
- c) Their satisfaction level with the program.
- d) Identify areas for improvement and enhance the overall quality of placement training program at SIST.
- e) The placement cell in a college is an essential department that plays a crucial role in helping students secure their dream jobs.
- f) They provide valuable resources, training, and opportunities for students to improve their skills and knowledge.
- g) The placement cell connects students with the right companies, facilitating a bridge between academia and the professional world.

1.5 INDUSTRY PROFILE:

1.5.1. ABOUT SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY:

Sathyabama Institute of Science and Technology (SIST), formerly Sathyabama University, is a private deemed university, situated at Chennai, Tamil Nadu, India. It was founded in 1987 as Sathyabama Engineering College by the late Jeppiaar, and received its university status in 2001.



Figure 1.5.1

It offers multi-disciplinary academic programmes in various fields of Engineering, Science, Technology, law, Dental Science, Pharmacy, Nursing, Management, Arts and Science and Allied Health Sciences. It is established under Sec.3 of UGC Act, 1956 and is been Accredited with 'A++' Grade by the National Accreditation and Assessment Council. The Institution has been Graded as Category I University by UGC under the UGC (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018.

The Institution persistently seeks and adopts innovative methods to improve the quality of higher education and is responsive to the changes taking place in the field of education on a global scale. The Institution has a team of dynamic and outstanding faculty, innovative pedagogical practices, state of the art infrastructure and world class Research Facilities. This glorious Institution is functioning under the dynamic leadership of **Dr. Mariazeena Johnson, Chancellor, Dr. Marie Johnson, President, Mr. J. Arul Selvan Vice President, Ms. Maria Bernadette Tamilarasi, Vice President and Ms. Maria Catherin Jayapriya Vice President.**

Sathyabama has a good presence in rankings and ratings at National and International level. The Institution has been ranked in 51st position by the National Institutional Ranking Framework (NIRF), Government of India among the Universities in India for the year 2023 and ranked one among the top 100 Universities for eight consecutive years.

Sathyabama is ranked among the Top 5 Institutions in the Country for Innovation by ATAL ranking of Institution for Innovation Achievements, Govt. of India. Times Higher Education and QS has ranked Sathyabama among the top Institutions worldwide. Sathyabama Institute of Science & Technology has alliances with leading Universities and research establishments at National and International Level. It is a research-intensive University with world class laboratories and research facilities and is involved in research in the emerging areas of Science and Technology.

Sathyabama has undertaken various sponsored and collaborative R&D projects funded by National and International Organizations. Sathyabama has written a special page in the history of space research on 22nd June 2016 with the launch of “SATHYABAMASAT” in association with ISRO.

Sathyabama has emerged as a leading Institution and achieved excellence in higher education to international standards owing to its research and academic excellence.

1.5.2. ROLES:

The primary goal of Sathyabama University is to provide quality education and foster holistic development among its students.

- a) Sathyabama University offers quality education across disciplines, contributing to India's academic landscape.
- b) The university drives research and innovation, addressing societal challenges and enhancing India's global competitiveness.
- c) It prepares students for the job market through practical knowledge and industry-relevant skills.

- d) Sathyabama fosters an entrepreneurial culture, encouraging innovation and creativity among students.
- e) The university engages in social responsibility initiatives, benefiting local communities and the nation.
- f) Overall, Sathyabama University is a significant contributor to India's progress, excelling in education, research, entrepreneurship, and social responsibility.

1.6 COMPANY PROFILE:

1.6.1. ABOUT SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY:



Figure 1.6.1

Sathyabama university was founded in 1987 as Sathyabama Engineering College by the late Jeppiaar, and received its university status in 2001.

The university is located in Sholinganallur, Chennai. It has a campus of 140 acres. The university is located on Rajiv Gandhi Salai (formerly known as Old Mahabalipuram Road and popularly known as IT Corridor). Sathyabama Institute of Science and Technology has been accredited by the National Assessment and Accreditation Council (NAAC). It has received ISO 9001:2008 certification.

The National Institutional Ranking Framework (NIRF) ranked Sathyabama Institute of Science and Technology 55th in the engineering ranking in 2021, 40th among universities and 61st overall.

Sathyabama offers visits to companies. Some of the activities like in plant Training, Advisory Bureau for Higher Studies, Entrepreneur Development Cell, Guest Lectures, Foreign Language Classes and Sports.

Vision of the Institution:

Be a leading multidisciplinary University, producing world class talents to address global challenges.

Mission of the Institution:

- ⌚ To attain excellence in Education and Research through effective collaboration with Industries and other International/National organizations
- ⌚ To consistently remain an attractive ecosystem for students and employees, a hub of innovation for researchers and an incubating platform for entrepreneurs
- ⌚ To create an inclusive environment that caters to all forms of diversity
- ⌚ To engage in outreach and community development activities, creating an impact on the society.

1.6.2. CORE VALUES:



Figure 1.6.2

Integrity:

We emphasize on high ethical standards in our actions and are committed in being transparent, responsible and accountable.

Nobility: We inculcate ethical values parallel to the curriculum enrichment to the student community, so that they outstand amongst their peers irrespective of the environment in which they are placed.

Sustainability:

We develop, practice and emphasize protocols in academics and research enabling ourselves to be competitive, ensuring environmental and social sustainability.

Partnership and Collaboration:

We encourage academic and research partnerships with organizations and Universities at National and International level. We value and applaud the relationships we have with our partners.

Inclusion and Diversity:

We are committed to facilitate diverse student and Faculty culture and encourage multi-cultural learning in the University. We provide opportunity to work, learn and embrace the diversity of every individual irrespective of race, gender, religion, nationality, age, social background, physical ability and mental competence.

Responsibility:

We believe in Education for all. We take pride in owning responsibility and commitment towards society by supporting the education of students from rural, economically backward communities, differently abled and acid attack victims with full Financial Assistance.

Excellence:

We focus on excelling in all our academic and research activities, ensure best academic quality in our programmes, encourage innovations and receptive to the ever-changing needs of our stake holders.

1.7 PLACEMENT CELL AT SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY:



Figure 1.7

Our Placement Cell acts as a bridge for our students and recruiters. It monitors the employment opportunities in various domains and invites the recruiters for campus recruitment of final year students at our Institute. Students are enhanced with niche skills as expected by various Industries. It is very successful in maintaining high and consistent placement statistics over the years. Our recruiters' list is growing every year as the performance of our students in the companies is highly rated. The On-Campus recruitment program keeps continuing till the end of their final semester. We also support our students with Off Campus Recruitment.

1.7.1. OBJECTIVES OF PLACEMENT CELL:

- a) To motivate the students and impart skills to meet the expectations of the Industry/ Corporate world.
- b) To guide students to choose the right career.
- c) Aim to place the maximum number of students through excellent placement support by inviting eminent recruiters for our Campus Recruitment Program.
- d) Develop the interpersonal skills required to empower students work efficiently as a member of a team to better achieve the organizational goals.

1.7.2 IMPORTANCE OF PLACEMENT TRAINING IN COLLEGES:

- a) The training and placement cell is fundamental for any student getting into a college.
- b) This department is essential as it brings the students high-quality placements and lots of opportunities.
- c) Start-ups and companies want to hire students nowadays who think out of the box, are spontaneous and have unconventional ways of thinking.
- d) The placement cell makes them industry-ready, making every student's dream of getting placed at reputed firms come true.
- e) Keeping the dreams and aspirations of students in mind, training primarily undergraduate students is important so that they are industry-ready.
- f) Due to high competition in the present times, training students has become a tough and crucial mission.

1.8 RECRUITMENTS:

Sathyabama Institute of Science and Technology's resounding success of Campus Recruitment continues year on year. For the past final-year batch, more than 446 eminent recruiters participated in the Campus Recruitment and rolled out 3154 Offers as on date. 93.65% of registered students have been placed already. The institute witnessed an increase in the annual CTC offered to its students as the Average CTC raised to 5.40 LPA. It also recorded its highest CTC of 53 LPA previous year. Additionally, our students experienced a significant rise in the number of Dream, Super Dream and Elite companies hiring the students. This has set a wonderful platform for the upcoming batches as their recruiters' base grows every year.

The presence of eminent recruiters like Amazon, Accenture, Bank of America, Capgemini, Cognizant, Deloitte, Ernst & Young, Godrej, Hexaware HCL, Hyundai Inmobis, ICICI, IBM, JP Morgan, JSW, Luminary Edu, Mindtree, NatWest, Nielsen, Nokia, Oracle, Optum, Redbus Renault Nissan, Schneider Electric, Sopra Steria, Societe General, Tech Mahindra, Tata Elxsi, Virtusa, and Zifo RnD shows the world of opportunities that Sathyabama continues to create for its students.

Our collaborative approach in industry-institute relations provided more than 312 job offers through the Centre of Excellences by HCL, Capgemini, and so on. The Digital Nurture programme by Cognizant is another great new initiative that has helped a large number of students nurture their employability skills. There are numerous other companies like Mindtree, TCS, PwC Data Analytics Insights through Launchpad and so on have a strong connect with us and giving plethora of opportunities to the students.

1.8.1 RECRUITMENT PROCESS:

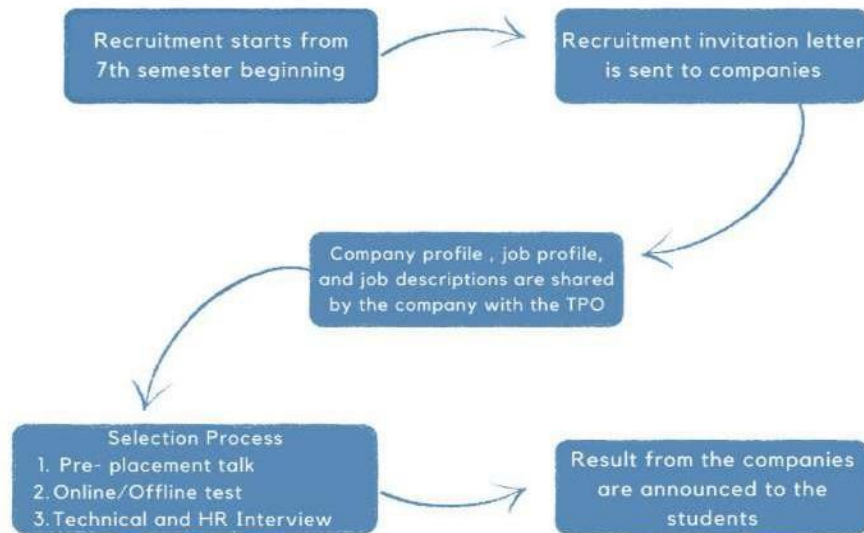


Figure 1.8.1

1.8.2 GUIDELINES:

- All final year students are eligible for Campus placement.
- Training attendance should be a minimum of 90%.
- Students will be informed about all campus drives through group emails & class room circulars.
- Students need to confirm their participation in a recruitment drive through the online portal for the job postings that they are interested for.

1.8.3 MILESTONES:

We have consistently placed more than 90% of the students every year. Our recruiters' list has grown leaps and bounds. Presently we have more than 450+ recruiters considering us for placements. Out of these 100+ companies are Dream Recruiters and 25+ Super Dream Companies.

DATA TO DESTINY:



Figure 1.8.3

Sathyabama is very happy to share that **2454 Students** have got offered by various eminent recruiters during the **Campus Recruitment '2024** (as on 05-04-2024).

Sathyabama is very happy to share that **3151 Students** have got offered by various eminent recruiters during the **Campus Recruitment '2023**.

The number of companies visited the campus is 300+ with the total number of offers is 3151. The Placement Percentage is **90** with Highest Salary Package Rs. **53 Lakhs Per Annum**.

1.8.4. THE HIGHEST PACKAGE OFFERED IS 53 LPA.

- a) More than 90 % of Placement consistently
- b) 100+ Dream Recruiters
- c) 450+ Recruiters
- d) Highest Salary: 53 LPA

1.8.4.1 Dream Companies:

The companies which offer between 5 LPA and 10 LPA will be considered as Dream Company. One condition to this category is that, if the difference in CTC (Salary – Cost to Company) is between the existing offer and the dream offer is less than a 1.5 LPA, then those students will not be allowed to appear for the 'dream company' interview.

1.8.4.2 Super Dream Companies:

The companies which offer above 10 LPA will be considered as Super Dream companies. The condition to this category is that, if the difference in CTC is between the existing offer and the Super dream offer is less than 3 LPA, then those students will not be allowed for the 'Super dream company' interview.

List of Dream and Super Dream Companies		
Amazon	Hitachi	Ernst & Young
Publicis Sapient	HPE	CoreStack
Hyundai Inmobis	Kaar Technologies	Informatica
Comcast India	ZoomRx	Oracle
Commvault	Verizon	Federal Bank
Nuclei	Nielsen	Visteon
Human Resocia	Byjus	Juspay
Diverta	HSBC Bank	HSBC Technologies
Latent View	Godrej	Forbes Marshall
DeltaX	JSW	ACCL
PwC	ADP	Renault Nissan
Siemens	MuSigma	Zoho
Cummins India	JP Morgan	LnT
Bosch	Zifo RnD	Coditas
Schneider Electric	Presidio	HCL
Redbus	Tejas Networks	Honda
Software AG	IBM	Societe Generale
TATA Elxsi	Natwest	Optum
TATA Communications	Nissan Digital	Bank Of America
Xebia	Hexaware	Sopra Steria
UiPath	Wiley Edge	Volvo
BnP Paribas	BnY Mellon	Microland
Caterpillar	Virtusa	Ab INBev
DevRev	Athena Health	Open Text
GenPact	Sahaj AI	Tredence Analytics

1.8.5 COMPANY ALLOCATION:

- a) Level 1 - Super Dream Companies***
- b) Level 2 - Dream Companies**
- c) Level 3 - Core companies*/ Product Companies*
- d) Level 4 - IT Services companies\$ / Startups\$
- e) Level 5 - Non-Tech companies#

1.8.6 TABLE SHOWING PLACEMENT SUMMARY (LAST 5 YEARS):

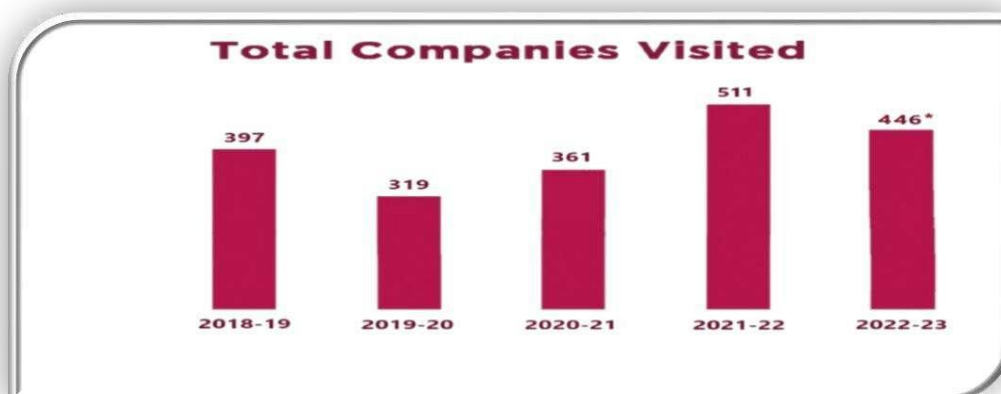
Description / Year	2018-19	2019-20	2020-21	2021-22	2022-23
#of Students Eligible/Registered	1665	1834	2315	2270	3368
#of Students Placed	1504	1685	2162	2124	3154*
% of Placement	90.33	91.88	93.39	93.57	93.65*

1.8.7 CONSISTENT PROGRESS IN RECRUITERS BASE:

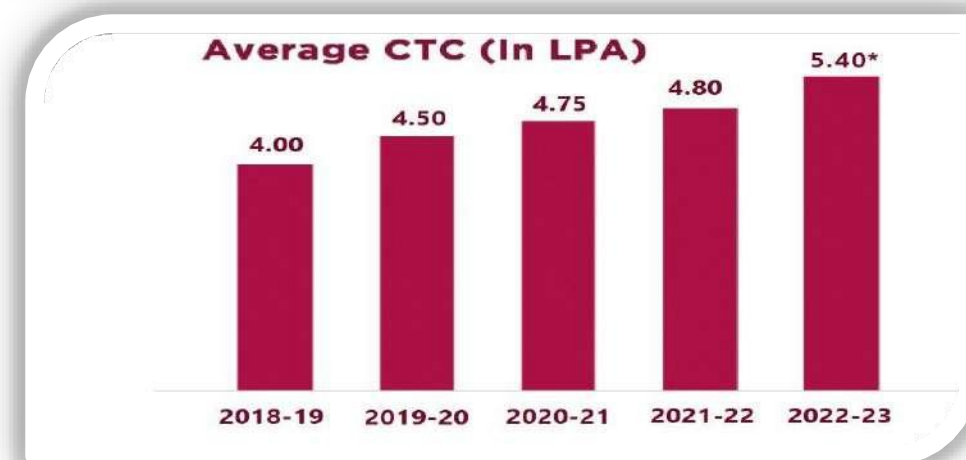
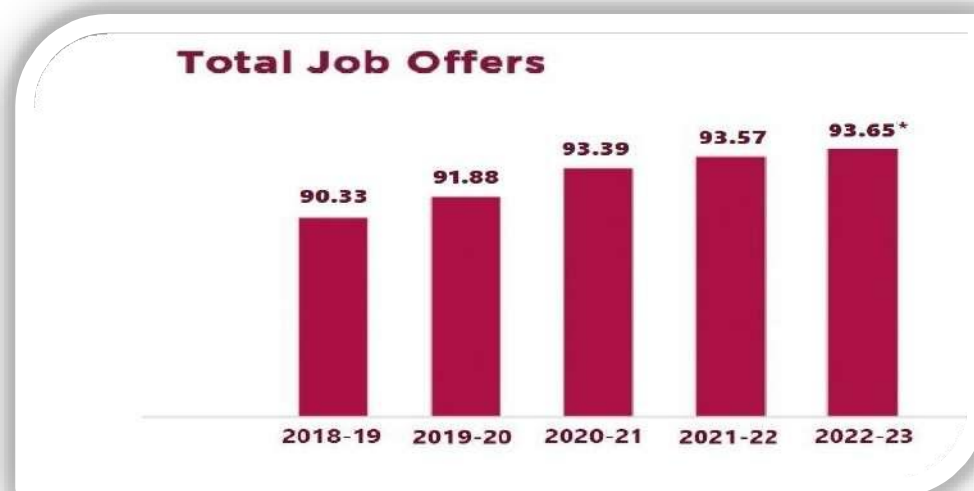
The recruiter's list is growing every year as the performance of our Alumni in the industries are highly rated. The below is the statistics of last five years:

Description / Year	2018-19	2019-20	2020-21	2021-22	2022-23
#of Students Eligible/Registered	1665	1834	2315	2270	3368
#of Students Placed	1504	1685	2162	2124	3154*
% of Placement	90.33	91.88	93.39	93.57	93.65*

1.8.8 TOTAL NUMBER OF COMPANIES VISITED IN LAST 5 YEARS:



1.8.9 TOTAL NUMBER OF JOBS OFFERS & AVERAGE CTC (IN LPA): IN LAST 5 YEARS



1.9 TRAINING:

Placement training is offered to students at different stages of their academics. Industrial training requirements are identified, training programs are designed and facilitated to students effectively. The training modules are regularly upgraded based on the current industry expectations and interactions with the recruiters.

1.9.1 TRAINING OUTCOMES:

Training outcomes are designed to help students identify their strengths and interests; expose them to a wide range of opportunities to enhance clarity about their goals; and guide them to pursue internships, jobs and leadership experiences that best suits them personally and professionally. We have created the environment which gives the students the right balance between their academic commitments and co-curricular activities in order to excel in both.

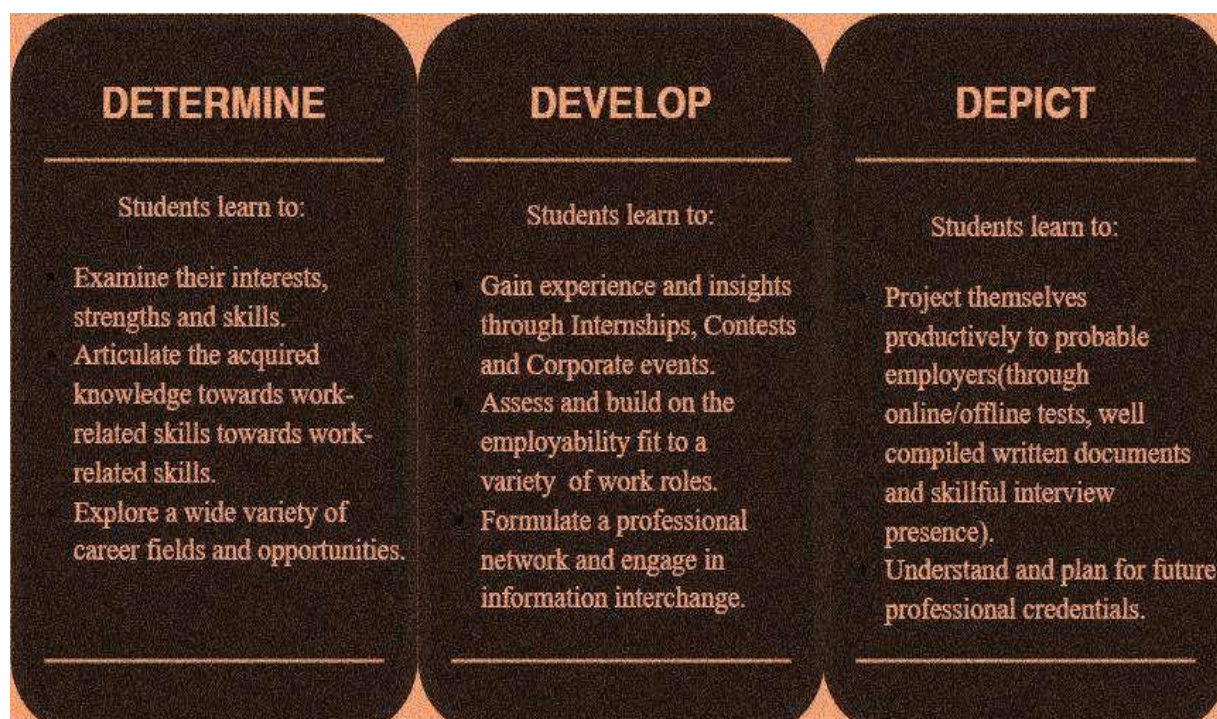


Figure 1.9.1

1.9.2 1) TRAINING OUTCOME 1: DETERMINE

Students learn to:

- a) Examine their interests, strengths and skills
- b) Articulate the acquired knowledge towards work-related skills
- c) Explore a wide variety of career fields and opportunities

2) OUTCOME 2: DEVELOP

Students learn to:

- a) Gain experience and insights through Internships, Contests and Corporate events
- b) Assess and build on the employability fit to a variety of work roles
- c) Formulate a professional network and engage in information interchange

3) TRAINING OUTCOME 3: DEPICT

Students learn to:

- a) Project themselves productively to probable employers (through online/offline tests, well compiled written documents and skillful interview presence)
- b) Understand and plan for future professional credentials

1.9.3 TRAINING MODULES:



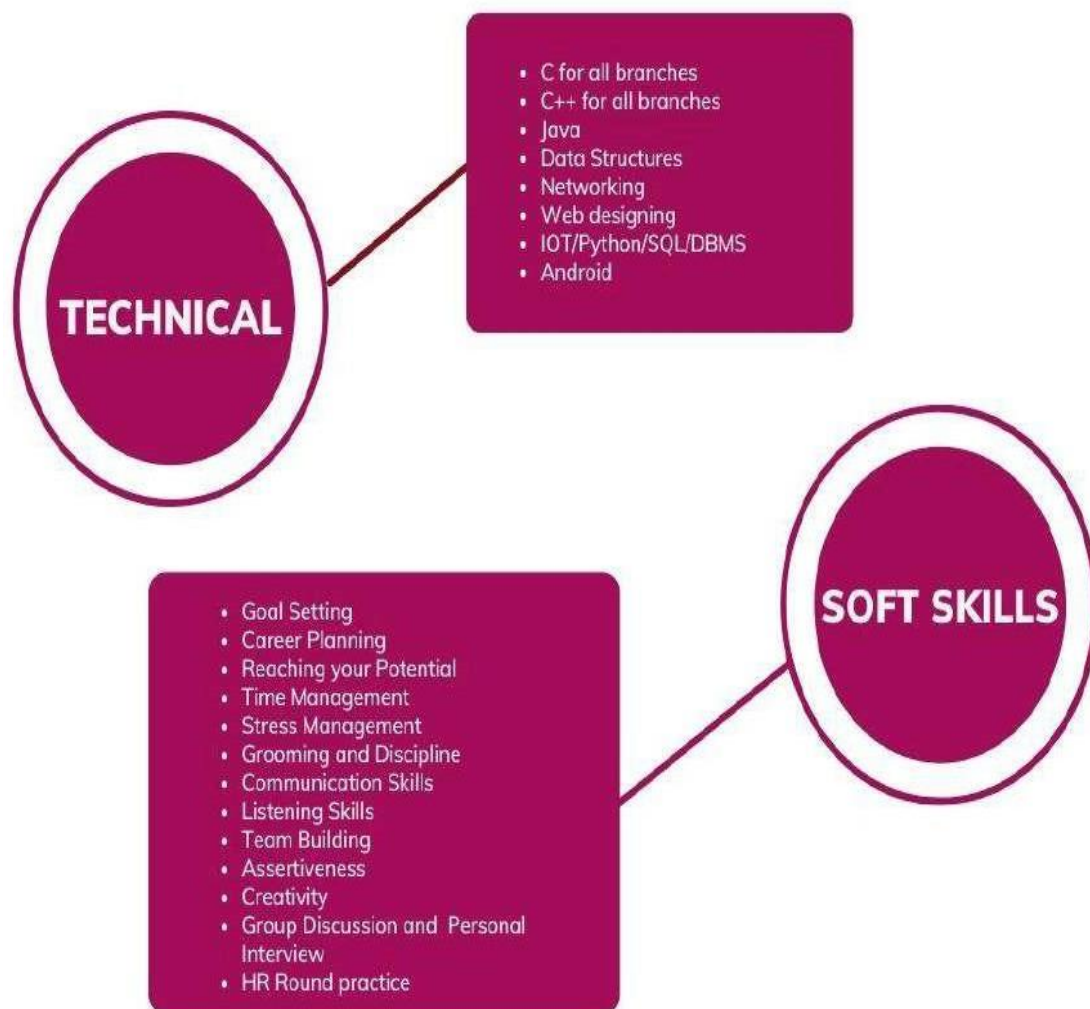


Figure 1.9.3

1.9.4 SKILL DEVELOPMENT PROGRAMME:

Skill Development Programs to enhance Academic and Technical knowledge as well as soft skills, appropriate to the current corporate environment are offered through the year. These programmes are geared to empower the students through 360° skill development thereby boosting their employability. We engage Subject matter Industry experts and highly trained faculty to impart these sessions to our students.

1.9.4.1 Online Practice and Assessments:

As we understand that assessments are a vital part in improving the students' aptitude skills, we are offering the students an interactive, learning-centric, user-friendly, robust test taking platform which gives immediate, insightful performance report with detailed explanation. The online assessment system is a boon to improvement.

The Online Practice/Assessment Platform has:

- 1) High quality tests with varied difficulty levels.
- 2) Instant results with in-depth analysis.
- 3) Explanatory answers for each question.
- 4) Varieties of customized reports possible.

1.9.5 CAREER DEVELOPMENT PROGRAMME:



Figure 1.9.5

Our Placement and Training Cell offers Career Development Program for the students who are raring to enter the corporate world and introduce them to the prospective employers according to their aspirations and background. The training programs have been formulated after a thorough analysis of unique requirement of various companies as the required skills will vary according to the company's requirement. We impart this training program with the help of reputed training Institutes. They enable our students

to gain a competitive edge in the recruitment process, groom their confidence and develop their personality. The training modules will be formulated to improve our students' skills.

1.9.6 VALUE ADDED SKILL DEVELOPMENT:

- A. **BEC** – Business English Certificate program been offered to our students to develop their listening, speaking, reading and writing skills. Students are encouraged to take this during their second year of studies with us.

- B. **Regular Seminars** are conducted to keep in touch with the recent trends in the Higher education scenario by resource persons from United States Educational Foundation in India (USEFI) - a part of U.S. Embassy, U.K. Consulate, Professors from Foreign Universities and our Alumni who have done Higher Studies and employed in India and Abroad.

- C. **Networking courses** are also conducted for students on the following areas:
 - a. CCNA - CISCO CERTIFIED NETWORK ADMINISTRATORS
 - b. MCP - MICROSOFT CERTIFIED PROFESSIONALS
 - c. MCSE - MICROSOFT CERTIFIED SOFTWARE ENGINEERS

- D. **Software courses** for non-IT students are also conducted in the following areas:
 - a. JAVA PROGRAMMING
 - b. VISUAL PROGRAMMING
 - c. C & C + + PROGRAMMING
 - d. INTERNET PROGRAMMING (HTML, XML, ASP, JAVA SCRIPT)
 - e. ORACLE
 - f. J2EE

E. Career Guidance:

- a. Comprehensive career guidance is offered to our students to enhance the ability of our students to narrow down their best career options from the vast array of career choices available in the globalized market.

F. Remedial Coaching:

- a. Remedial coaching to provide extra assistance to students who, for whatever reason, have fallen behind are organized on a need basis. This allows for students to revisit core skills and each student is able to graduate without skills gaps.

G. Personal Counselling:

- a. Esteemed Alumni contribute to the welfare of current SIST students by engaging with them and providing in-depth counseling focused on the student's immediate or near future career concerns.

H. Foreign Language Training:

- a. Proficiency in a foreign language is an incomparable asset. We have conducted Japanese language coaching classes for our students to meet our recruiter's expectations.

CHAPTER – 2

REVIEW OF LITERATURE

2.1 LITERATURE REVIEW:

Exploring Student and HR Manager Perspectives: Entry-Level Salaries and Recruitment Timing in Campus Recruitment Processes"

 Campus recruitment is the process by which the corporate recruit students who are about to graduate from the educational institutions. The selection process varies from company to company, may have pre placement talk, written test, group discussion and interviews. Students and the recruiting companies are considered to be the major stake holders in a campus recruitment process. Entry level salaries and the recruitment season are considered to be the important parameters in a campus recruitment process. The study analyses the perception of the students and the human resources (HR) managers on the entry level salaries and the recruitment season- **Dr. Samuel Rajkumar, Dr. R. Prabhakara Raya, Dr. P. Ganesan, Dr. S.K.V. Jayakumar.**

Analyzing Technological Trends in Campus Recruitment: Insights from a Study in Chennai Colleges:

 The study signifies the upcoming and recent technological trends used by companies to recruit the candidates through campus recruitment among colleges. The study also aims at the importance of placement cell among colleges for the further campus hiring process, it, therefore, analyses the recent techniques and strategies used by the companies. The study also paves the way in identifying the talented and qualified candidates through varied interviews, thus gathers about information on job feasibility provided for young students. Recent times have also paved the way for young minds to get into the world of e-recruitment. The Economic Times also stated in a 2019 report on how IIT graduates gave up on their dollar dreams for start-ups and new-age tech companies, which reflected in changing the corp landscape. The descriptive research design is used for the study. The universe of the present study is done

in various colleges in Chennai among final-year students and campus placement co-ordinators. The sample size used for the study is 60. The Sampling method used for the study is the non-probability sampling method with a Convenient sampling type. Both the primary data and secondary sources of data are used in the study. The primary data used in the study is the questionnaire method. The secondary sources used in the study are E-Books, E-Journals, E-Articles, Google Scholar website, Shodhganga-Inflibnet, other literary searches. The statistical test reveals the significant difference between the gender of the respondents and the emotional impact of students getting filtered in campus placement gets depressed because most of the students may feel campus placement could play a vital role in their life- **Ms. Priyadharshini, PG Department of Social Work, Shrimathi Devkunvar PG Department of Social Work, Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women , India Nanalal Bhatt Vaishnav College for Women**

Exploring Recent Technological Trends and Strategies in Campus Recruitment: A Study among Colleges in Chennai"

 To improve effectiveness of campus recruitment is essential for graduating students, but campus recruitment results of many companies are unsatisfactory. Meanwhile, graduating students have low signing rate in campus recruitment. This paper explores the multiple factors that affect effectiveness of campus recruitment from the perspective of graduating students, collects data through questionnaire and conducts empirical research, finally determines the factors that affect effectiveness of campus recruitment at the graduating student level, and puts forward recommendations for improving effectiveness of campus recruitment of graduating students- **Guo Zhiqin, Zhang Xue, School of Business Administration, Hohai University, Changzhou Jiangsu, China**

Examining the Evolving Landscape of Campus Recruitment: Insights from a Study in India:

📖 Campus placement is considered as an institutional obligation and merit. The ranking of the institutions is based on the number of students placed successfully and the average salary offered. Due to the ongoing conditions the campus recruitment and placement landscape has been altered and has gone through various changes and challenges. There are institutes who have had to regretfully inform students of revoked job offer and are still facing a tough time to get companies onboard for further placements. The paper talks about the recruitment / placement scenario in general for both graduate and post graduates in India based on the primary research work done. Data was collected from 39 companies and analyzed to understand the placement scenario for the students who will undergo the drive in 2021. The paper also tries to understand the recruitment drive pattern for various companies' whether online will now be routine or are the companies still willing to come to campus for the drive. It analyzes the campus recruitment landscape for future purposes in contrast with the current happenings- **Dr. Ashutosh Mathur.**

Transitioning to Environmentally Friendly Campus Placements: Introducing the Concept of 'Green Placements'

📖 Campus Placements as we know today is a process involving interview of college students by recruiting companies utilizing institutional resources towards candidate job selection. The same campus placements which are being traditionally conducted by the arrival of HR Team to campus, their pre-placement talk about company and job description with the gradual interview rounds is slowly beginning to shift its perspectives towards a more greener stature. Especially now with the application of modern technology in hiring practices like E-Recruiting or On-line Recruitment, the entire campus recruitment process is also poised to leap towards a rapid change. Therefore, this research paper aims to construct an ideal strategy towards implementing campus placement process in parallel lines of E-Recruiting as well but with a more environment-friendly

approach. This on-line campus placement process termed as 'Green Placements' will thrive as a conceptual model focused on to reduce resource wastages, save water, time, space, electricity by preserving the surrounding environment clean and green whilst the placement activity is being conducted at the college- **Varun Shenoy, P. S. Aithal.**

Enhancing the Impact of Campus Placement: Strategies for Students and

Organizations:

📖 The further changes in campus placement have made a greater impact by employing young aspirants. Moreover, from the study, the researcher concludes that most of the institutions' campus placement is not taken seriously. The awareness of such campus hiring should be taught to the students. The students also should consider the importance of campus placement as a part of academics and should have the ability to create academic balance. The significance of Off-campus drives should be taught to the students to crack the campus efficiently. The students should also develop the habit of reading books and journals to prepare themselves for campus placement. The organization should find ways to develop their process of recruitment which in turn helps in an increase in return on investment of campus hiring. - **Mrs. Helen Sha Diana, Ms. Priyanka, Ms. Priyadharshini, 2MSW Student, PG Department of Social Work, Shrimathi Devkunvar Nanalal Bhatt.**

"Green Placements: Redefining Campus Recruitment with Environment-Friendly Strategies" - Varun Shenoy and P. S. Aithal:

📖 Campus Placements as we know today is a process involving interview of college students by recruiting companies utilizing institutional resources towards candidate job selection. The same campus placements which are being traditionally conducted by the arrival of HR Team to campus, their pre-placement talk about company and job description with the gradual interview rounds is slowly beginning to shift its perspectives towards a greener stature. Especially

now with the application of modern technology in hiring practices like E-Recruiting or On-line Recruitment, the entire campus recruitment process is also poised to leap towards a rapid change. Therefore, this research paper aims to construct an ideal strategy towards implementing campus placement process in parallel lines of E-Recruiting as well but with a more environment-friendly approach. This on-line campus placement process termed as 'Green Placements' will thrive as a conceptual model focused on to reduce resource wastages, save water, time, space, electricity by preserving the surrounding environment clean and green whilst the placement activity is being conducted at the college-**Varun Shenoy Srinivas University Mangalore, P. S. Aithal Srinivas University, Institute of Management and Commerce.**

Investigating Factors Contributing to Low Campus Selection in Engineering Colleges:

 The study intends to find out the reasons of low campus selection in the various Engineering Colleges It is certainly possible that one's personality and emotional temperament would influence one's academic abilities, and regardless of the variations in language and classification, there is some evidence of an association between affective characteristics and academic performance. There is certainly a need for more research on the effectiveness of using multiple variables for academic placement, as well as guidance on the potential uses of the noncognitive assessment- **Prof. (Dr.) S. Pathak (Academic Director), (Neelkanth Group of Institutions) Prof. (Dr.) M. K. Madan (Director General), (Neelkanth Group of Institutions).**

Developing a College Campus Recruitment System: Student, Company, and Admin Interfaces:

 A college campus recruitment system that consists of a student login, company login and an admin login. The project is beneficial for college students, various companies visiting the campus for recruitment and even the college placement officer. The software scheme permits the students to create their profiles and upload all their details include their marks onto the system. The admin can check

each student details and can eliminate faulty accounts. The system also consists of a company login where various companies visiting the college can view a list of students in that college and also their individual resumes. The software system lets students to outlook a list of companies who have posted for vacancy. The admin has overall rights over the system and can reasonable and delete any details not pertaining to college placement rules. The system handles student as well as company data and professionally displays all this data to respective sides. - **Aishwarya Baile, Pratik Sawarkar, Pratik Wankhede, Rajat Manaker, Raman Barsagade, Prof. Preeti Karmore**

The Crucial Role of Placement Training Programs in Enhancing Employability Skills:

📖 Importance of Placement Training: Several studies underscore the significance of placement training programmes in enhancing students' employability skills. Research by **Kumar and Menon (2017)** highlights that such programmes play a crucial role in bridging the gap between academic learning and industry requirements, thereby increasing students' chances of securing job offers.

Factors Shaping Student Perception of Placement Training Programs:

📖 Factors Influencing Student Perception: Various factors influence students' perception of placement training programmes. According to a study conducted by Sharma and Verma (2019), the quality of faculty, relevance of curriculum, availability of resources, and industry exposure significantly impact students' attitudes towards these programmes. Additionally, the perception of peer support and the reputation of the college also play vital roles (**Varghese & Antony, 2020**).

Assessing the Impact of Placement Training Programs on Student Satisfaction and Employment Outcomes:

📖 **Effectiveness of Placement Training:** The effectiveness of placement training programmes is often evaluated based on students' satisfaction levels and their subsequent employment outcomes. Research by **Jain and Vashistha (2018)** suggests that students who actively participate in placement training activities exhibit higher levels of confidence and preparedness for interviews, leading to increased job placements and better career prospects.

Navigating Challenges and Seizing Opportunities in Placement Training Programs:

📖 **Challenges and Opportunities:** Despite the benefits, challenges exist in the implementation of placement training programmes. These challenges include limited resources, inadequate faculty training, and a lack of industry collaboration (Pandey & Shrivastava, 2018). However, researchers also point out opportunities for improvement, such as incorporating innovative teaching methods, leveraging technology for skill development, and fostering stronger industry-academic partnerships (**Rathore & Gupta, 2021**).

Empowering Students through Mentorship: Enhancing Perception and Readiness for Placement Training:

📖 **Role of Mentorship:** Mentorship programs have been found to significantly impact student perception of placement training. Studies by Singh and Patel (2020) and Gupta et al. (2019) emphasize the positive influence of mentorship in providing personalized guidance, career advice, and networking opportunities, thereby enhancing students' confidence and readiness for the job market.

Enhancing Employability through Soft Skills Training: Insights from Research:

📖 **Impact of Soft Skills Training:** Research by Choudhary and Tiwari (2019) and Mishra et al. (2018) highlights the importance of soft skills training in placement programmes. These studies suggest that developing communication, teamwork,

and leadership skills alongside technical competencies significantly improves students' employability and overall perception of the training programmes.

Understanding Gender Dynamics in Student Perception of Placement Training Programs:

📖 Gender Perspectives: Exploring gender differences in student perception towards placement training programmes, studies by Sharma and Gupta (2020) and Kaur et al. (2017) indicate that while both male and female students value these programmes, there may be variations in their expectations, experiences, and outcomes, necessitating gender-sensitive approaches in programme design and delivery.

Strengthening Placement Training Programs through Industry-Academia Collaboration:

📖 Industry-Academia Collaboration: Effective collaboration between academia and industry is crucial for the success of placement training programmes. Research by Singh and Kumar (2018) and Patel et al. (2021) suggests that initiatives such as internships, guest lectures, and industry-led projects enhance students' exposure to real-world challenges and foster relevant skill development, thereby positively influencing their perception of the programmes.

Harnessing Alumni Insights: Enhancing Placement Training Programs through Alumni Feedback:

📖 Alumni Feedback: Incorporating alumni feedback into placement training programmes can provide valuable insights for improvement. Studies by Gupta and Mishra (2019) and Singh et al. (2020) demonstrate that alumni networks serve as valuable resources for current students, offering guidance, mentorship, and networking opportunities that contribute to a positive perception of the programmes.

📖 Continuous Evaluation and Adaptation: Finally, continuous **evaluation and adaptation of placement training programmes** are essential for meeting evolving industry demands and student needs. Research by **Tiwari and Singh (2018)** and **Mishra and Gupta (2020)** emphasize the importance of feedback mechanisms, curriculum updates, and flexibility in programme delivery to ensure relevance and effectiveness over time.

Adapting Higher Education Marketing Strategies to Market Dynamics: Insights and Considerations:

📖 Understanding factors and circumstances that create certain market environment conditions is a primary goal of any modern - oriented higher education institution that enables harmonizing the supply with current demands as well as defining appropriate marketing strategies. The process of formulating the strategy of a higher education institution, in addition to reviewing the existing services, includes identifying new opportunities, analyzing relevant competitors and positioning against them and similar. The need for change in marketing strategy, that is market restructuring of a higher education institution, presents a natural consequence of economic oscillations which are the result of market needs and competition dynamics. Continuous monitoring and adjustment of modern developments with the needs of the target market affect the overall perception of service quality and satisfaction of users- **Jelena Gajić, Singidunum University, Department for Tourism and Hospitality Management.**

Examining Soft Skills Acquisition Among Lecturers: Implications for Teaching Profession:

📖 This research was to explore the soft skills acquisition of lecturers and to thus determine the importance of soft skills in the teaching profession. A mixed method was employed utilizing a questionnaire and interview protocol as research instruments. In total, eight lecturers and 163 students from four

programs of an international college in Khon Kaen, Thailand were selected using a purposive sampling method. The quantitative findings indicated that teamwork and lifelong learning skills were the most important soft skills acquired by lecturers from all of four programs, except for tourism management. In addition, the qualitative findings revealed the importance aspects of soft skills acquisition are: (i) delivery of effective and quality teaching; (ii) career development and enrichment, and (iii) managing student skills. In summary, the findings contribute to and substitute for training and provide significant pronouncements towards the knowledgeable and dexterous development of the country.

Exploring the Role of Higher Education Institutions in Regional Development: Insights from a Literature Review:

 The contribution of higher education institutions to regional development is a theme that has attracted growing attention in recent years. Knowledge institutions are increasingly expected not only to conduct education and research, but also to play an active role in the economic, social and cultural development of their regions. The extent to which higher education institutions are able to play this role depends on a number of circumstances: the characteristics of the institutions, the regions in which they are located and the policy frameworks are all significant. At the discussions in this domain are frequently characterized by slogans and popular metaphors. This literature review was prepared to support the OECD project entitled 'Supporting the Contribution of Higher Education Institutions to Regional Development', which was conducted by the OECD Programme on Institutional Management in Higher Education (IMHE) in collaboration with the Directorate of Public Governance and Territorial Development- **Peter Arboi and Paul Benneworth**.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY:

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. A research methodology describes the techniques and procedures used to identify and analyze information regarding a specific research topic. It is a process by which researchers design their study so that they can achieve their objectives using the selected research instruments. It includes all the important aspects of research, including research design, data collection methods, data analysis methods, and the overall framework within which the research is conducted. While these points can help you understand what is research methodology, you also need to know why it is important to pick the right methodology.

The main purpose the research paper is to collect data and find answer to research questions. In this chapter it is discussed briefly.

3.2 RESEARCH METHODS:

- a) **Quantitative Research-** Quantitative research design aims at finding answers to who, what, where, how, and when through the course of research.
- b) **Qualitative Research-** Qualitative research design focuses on finding answers to how and why. It uses open-ended questions and helps the subjects express their views clearly.
- c) **Descriptive Research-** This type of research design uses data collection techniques like natural observation, case studies, and surveys to derive results.
- d) **Experimental Research-** This type of research design looks at a problem scientifically by establishing a clear cause and effect of every event.
- e) **Diagnostic Research-** In diagnostic research, the design strives to explore the reason behind an issue and find solutions to solve it.

This study examines the student perspective towards placement training Programme.

3.3 RESEARCH DESIGN:

A research design is a strategy for answering your research question using empirical data. A research design is the plan or framework used to conduct a research study. It involves outlining the overall approach and methods that will be used to collect and analyze data in order to answer research questions or test hypotheses. A well-designed research study should have a clear and well-defined research question, a detailed plan for collecting data, and a method for analyzing and interpreting the results. A well-thought-out research design addresses all these features.

A researcher usually chooses the research methodologies and techniques at the start of the research. The document that contains information about the technique, methods and essential details of a project is called a research design. Experts define research design as the glue that holds the research project together. It (research design) helps provide a structure and direction to the research, yielding favorable results.

3.3.1 DESCRIPTIVE DESIGN:

The research design that was used for this study is **descriptive research design**. Descriptive study collects data in order to answer questions about current status of the subject or topic of study because this study was concerned with finding what are the factors.

Descriptive research is a research method used to try and determine the characteristics of a population or particular phenomenon. Using descriptive research, you can identify patterns in the characteristics of a group to essentially establish everything you need to understand apart from why something has happened.

3.4 SOURCE OF DATA COLLECTION:

3.4.1 PRIMARY DATA:

Primary data is a data which is collected for a **first time** through field survey. In this research the data was collected from the students who are taking placement training in the Sathyabama Institute of Science and Technology. It is done through structured questionnaires survey (google form) which is circulated via mail. The questionnaire was given to the final year students in the institution.

Primary data is collected with separate sets of **structured questionnaires** and from **120 students'** final year students.

3.4.2 SECONDARY DATA:

Secondary data collected from the organization, literature, books, journals are served as the secondary data for the study.

3.5 SAMPLE SIZE/SAMPLING TECHNIQUE:

Sample is a group of subjects that are selected from the general population and are considered as a representative of the real population for the specific study. It is a process of studying the population. For the current research the sample size were **120 students** of final year.

The sampling technique used for the research is **convenient sampling** the easiest method. Because sampling participants are selected based on availability and willingness to take part. Useful results can be obtained, but the results are prone to significant bias, because those who volunteer to take part may be different from those who choose not to (volunteer bias), and the sample may not be representative of other characteristics, such as age or sex.

3.6 PERIOD OF STUDY:

The project duration were three months, from **January 2024 to March 2024**.

3.7 ANALYTICAL TOOL:

3.7.1 PERCENTAGE ANALYSIS:

Percentage refers to a special kind of rates, percentage are used in making comparison between two or more series of data. A percentage is used to determine relationship between the series. When it is important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete categories. This means that the responses fall in different categories, such as female or male, Christian or Muslim, etc.

Percentage analysis, as employed in the project titled "**A Study on Students Perception Towards Placement Training Programme in Sathyabama Institute of Science and Technology**" entails evaluating the proportions of students expressing positive, neutral views regarding the placement training programme. This analysis aids in understanding the distribution of opinions among students and provides insights into the effectiveness and areas for improvement within the programme.

CHAPTER-4

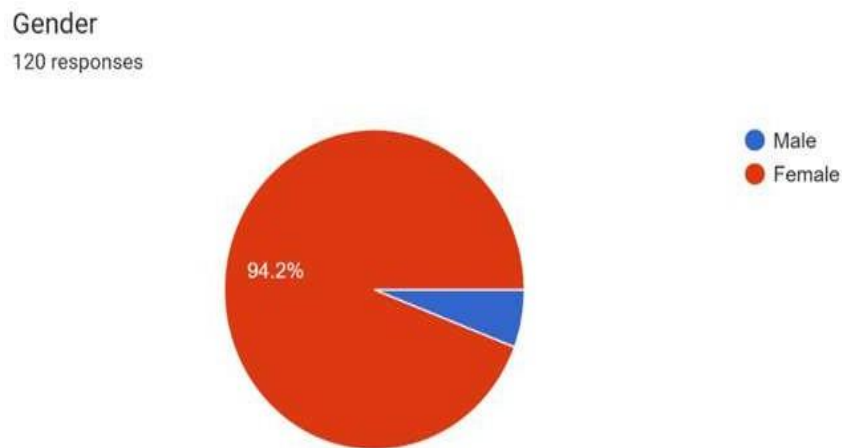
DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS:

4.1.1. Table showing Gender wise classification of the respondents:

S.NO	GENDER	NO OF RESPONDENT	PERCENTAGE
1.	Male	7	5.8%
2.	Female	113	94.2%
Total		120	100%

Source: Primary Data



4.1.1 Chart showing Gender wise classification of the respondents

Interpretation:

From the above table it is interpreted that 113 respondents are female with 94.2% and 7 respondents are male with 5.8%.

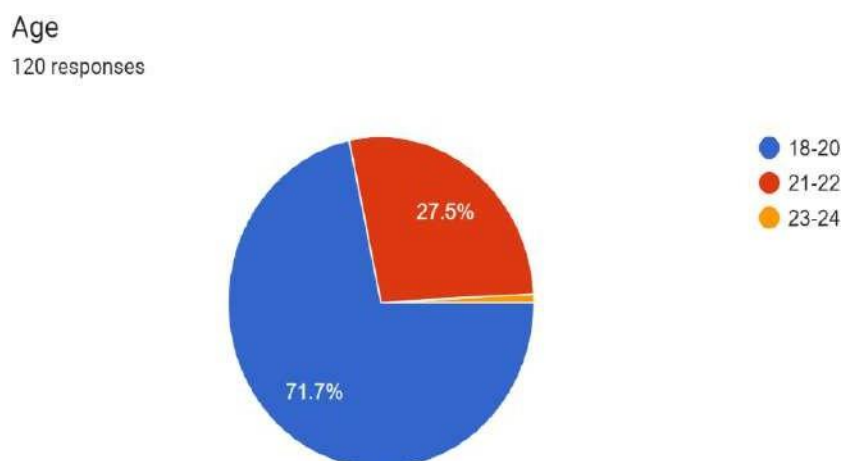
Inference:

Majority (94.2%) of the respondents are female.

4.1.2. Table showing distribution of respondents based on Age group:

S.NO	AGE	NO OF RESPONDENTS	PERCENTAGE
1.	18-20	86	71.7%
2.	21-22	33	27.5%
3.	23-24	1	0.8%
Total		120	100%

Source: Primary Data



4.1.2. Chart showing distribution of respondents based on Age group

Interpretation:

From the above table it is interpreted that the number respondents from the age of 18-20 is (71.7%), 21-22 is (27.5%), 23-24 is (0.8%).

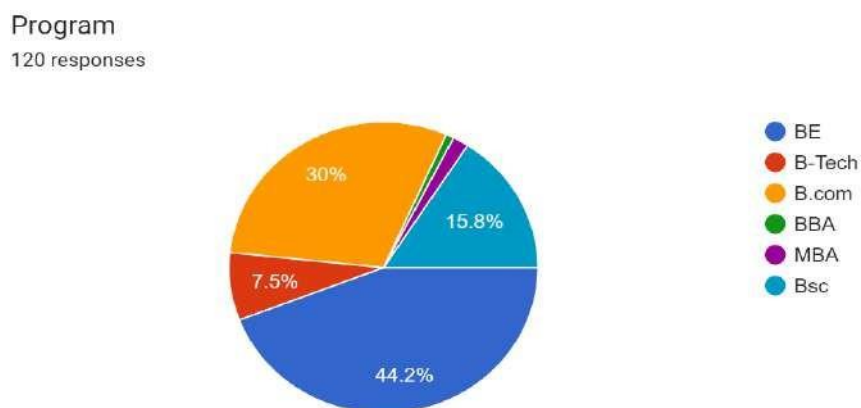
Inference:

Majority (71.7%) of the respondents are in the age limit of 18-20.

4.1.3 Table showing distribution of respondents based on department (PROGRAM):

S.NO	DEGREE	NO OF RESPONDENT	PERCENTAGE
1.	BE	53	44.2%
2.	B. TECH	9	7.5%
3.	B.COM	36	30%
4.	BBA	1	0.8%
5.	MBA	2	1.7%
6.	BSC	19	15.8%
Total		120	100%

Source: Primary Data



4.1.3. Chart showing distribution of respondents based on department

Interpretation:

From the above table it is interpreted that the number of respondents having a degree in BE (44.2%), B. TECH (7.5%), B.COM (30%), BBA (0.8%), MBA (1.7%), BSC (15.8%).

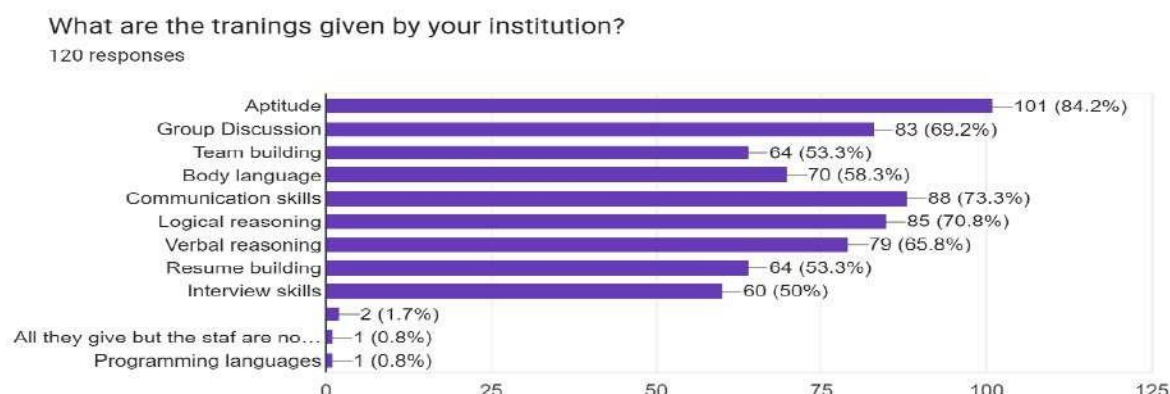
Inference:

Majority (44.2%) of the respondents possess a degree in Bachelor of Engineering.

4.1.4. Table showing distribution of respondents based on various training:

S.NO	TRAININGS	NO OF RESPONDENT	PERCENTAGE
1.	Aptitude	101	84.2%
2.	Group Discussion	83	69.2%
3.	Team Building	64	53.3%
4.	Body Language	70	58.3%
5.	Communication Skills	88	73.3%
6.	Logical Reasoning	85	70.8%
7.	Verbal Reasoning	79	65.8%
8.	Resume Building	64	53.3%
9.	Interview Skills	60	50%

Source: Primary Data



4.1.4. Chart showing distribution of respondents based on various training

Interpretation:

From the above table it is interpreted that the number of respondents who agrees the following training given by the institution aptitude (84.2%), group discussion (69.2%), team building (53.3%), body language (58.3%), communication skills (73.3%), logical reasoning (70.8%), verbal reasoning (65.8%), resume building (53.3%), interview skills (50%).

Inference:

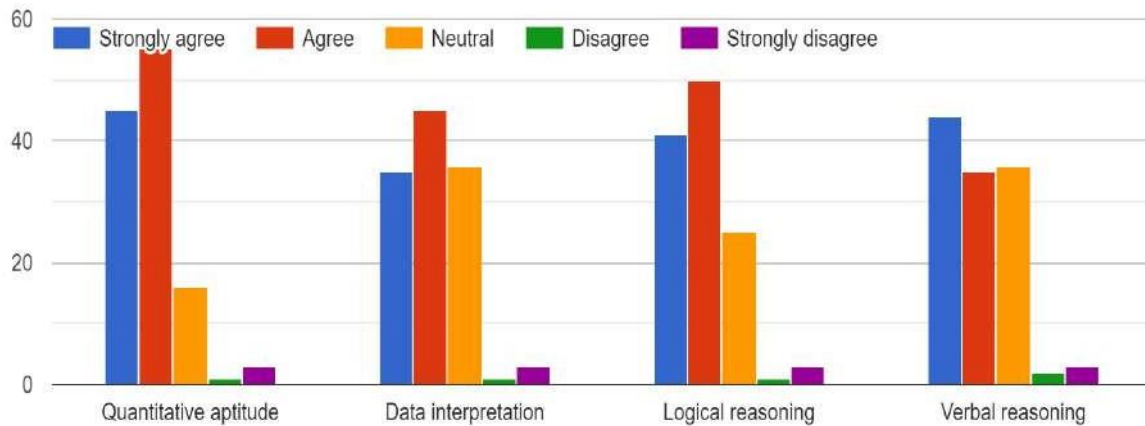
Majority (84.2%) respondents agree that aptitude training given by the Institution.

4.1.5 Table showing distribution of respondents based on importance of aptitude training:

S.NO	APTITUDE IMPORTANCE TO GET EMPLOYED	PARTICULARS	NO OF RESPONDENT	PERCENTAGE
1.	Quantitative Aptitude	Strongly agree	45	37.5%
		Agree	55	45.8%
		Neutral	16	13.3%
		Disagree	1	0.8%
		Strongly disagree	3	2.5%
2.	Data Interpretation	Strongly agree	35	29.2%
		Agree	45	37.5%
		Neutral	36	30%
		Disagree	1	0.8%
		Strongly disagree	3	2.5%
3.	Logical Reasoning	Strongly agree	41	34.2%
		Agree	50	41.6%
		Neutral	25	21%
		Disagree	1	0.8%
		Strongly disagree	3	2.5%
4.	Verbal Reasoning	Strongly agree	44	36.6%
		Agree	35	30%
		Neutral	36	30%
		Disagree	2	1.6%
		Strongly disagree	3	2.5%

Source: Primary Data

How far you do agree that the following aptitude skills are very important to get employed?



4.1.5 Chart showing distribution of respondents based on importance of aptitude training

Interpretation:

From the above table it is interpreted that the number of respondents for Quantitative Aptitude is strongly agree (37.5%), agree (45.8%), neutral(13.3%), disagree(0.8%), strongly disagree(2.5%), Data Interpretation is strongly agree(29.2%), agree(37.5%), neutral (30%),disagree(0.8%), strongly disagree (2.5%), Logical reasoning is strongly agree (34.2%),agree (41.6%),neutral (21%),disagree (0.8%),strongly disagree (2.5%),Verbal reasoning agree(36.6%), agree(30%), neutral(30%), disagree(1.6%), strongly disagree(2.5%).

Inference:

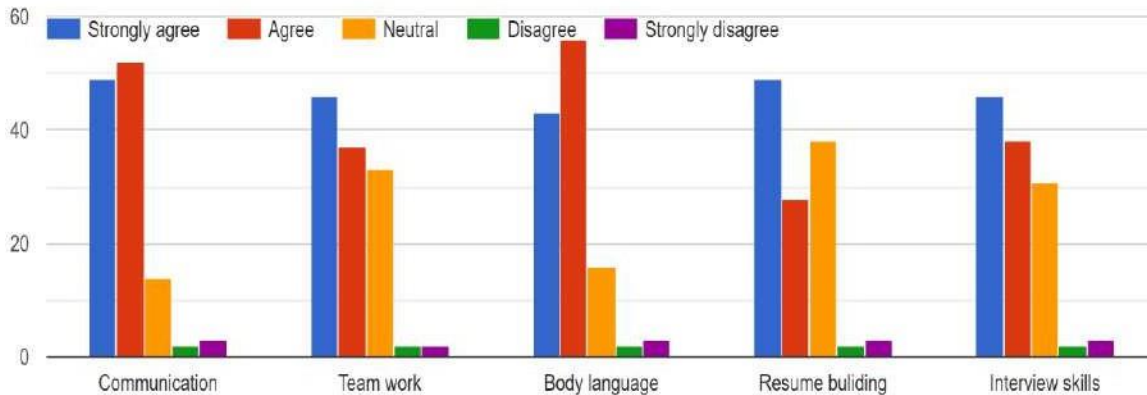
Majority (45.8%) of the respondents agree with quantitative aptitude.

4.1.6 Tables showing distribution of respondents based on soft skill training:

S.NO	SOFT SKILLS	PARTICULARS	NO OF RESPONDENT	PERCENTAGE
1.	Communication	Strongly agree	49	40.8%
		Agree	52	43.3%
		Neutral	14	11.7%
		Disagree	2	1.7%
		Strongly disagree	3	2.5%
2.	Team Work	Strongly agree	46	38.3%
		Agree	37	30.8%
		Neutral	33	27.5%
		Disagree	2	1.7%
		Strongly disagree	2	1.7%
3.	Body Language	Strongly agree	43	35.8%
		Agree	56	46.7%
		Neutral	16	13.3%
		Disagree	3	2.5%
		Strongly disagree	3	2.5%
4.	Resume Building	Strongly agree	49	40.8%
		Agree	28	23.3%
		Neutral	38	31.7%
		Disagree	2	1.7%
		Strongly disagree	3	2.5%
5.	Interview Skills	Strongly agree	46	38.3%
		Agree	38	31.7%
		Neutral	31	25.8%
		Disagree	2	1.7%
		Strongly disagree	3	2.5%

Source: Primary Data

How far do you agree that the following soft skills are very important to get employed?



4.1.6 Chart showing distribution of respondents based on soft skills training

Interpretation:

From the above table it is interpreted that the number of respondents in communication skills strongly agree (40.8%), agree (43.3 %), neutral (11.7%), disagree (1.7%), strongly disagree (2.5%), team work strongly agree (38.3%), agree (30.8%), neutral (27.5%), disagree (1.7%), strongly disagree (1.7%), body language strongly agree (35.8%), agree (46.7%), neutral (13.3%), disagree (2.5%), strongly disagree (2.5%), resume building strongly agree (40.8%), agree (23.3%), neutral (31.7%), disagree (1.7%), strongly disagree (2.5%), interview skills is strongly agree (38.3%), agree (31.7%), neutral (25.8%), disagree (1.7%), strongly disagree (2.5%).

Inference:

Majority (46.7%) respondents agree that body language was important to get employed.

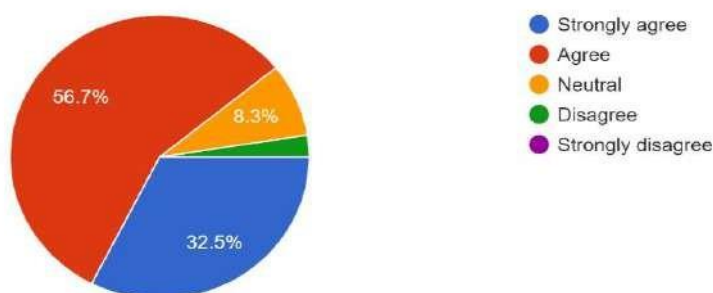
4.1.7 Table showing distribution of respondents based on importance of technical skill training:

S.NO	IMPROVING TECHNICAL SKILLS IS IMPORTANT TO GET EMPLOYED	NO OF RESPONDENT	PERCENTAGE
1.	Strongly Agree	39	32.5%
2.	Agree	68	56.7%
3.	Neutral	10	8.3%
4.	Disagree	3	2.5%
5.	Strongly Disagree	0	0%
	Total	120	100%

Source: Primary Data

Do you agree that improving technical skills is important to get employed in the job market?

120 responses



4.1.7 Chart showing distribution of respondents based on importance of technical skill training

Interpretation:

From the above table it is interpreted that the number of respondents in improving technical is important to get employed who strongly agree (32.5%), agree (56.7%), neutral (8.3%), disagree (2.5%), Strongly disagree (None).

Inference:

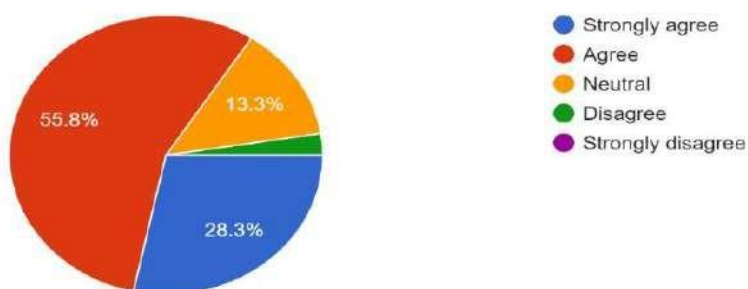
Majority (56.7%) respondents agree that technical skills are important to get employed.

4.1.8 Table showing distribution of respondents based on importance of improving soft skill:

S.NO	IMPROVING SOFT SKILLS IS IMPORTANT TO GET EMPLOYED	NO OF RESPONDENT	PERCENTAGE
1.	Strongly Agree	34	28.3%
2.	Agree	67	55.8%
3.	Neutral	16	13.3%
4.	Disagree	3	2.5%
5.	Strongly Disagree	0	0%
Total	120	100%	

Source: Primary Data

How far do you agree that improving soft skills is important to get employed in the job market?
120 responses



4.1.8 Chart showing distribution of respondents based on importance of improving soft skill

Interpretation:

From the above table it is interpreted that the number of respondents in improving soft is important to get employed who strongly agree (28.3%), agree (55.8%), neutral (13.3%), disagree (2.5%), Strongly disagree (None).

Inference:

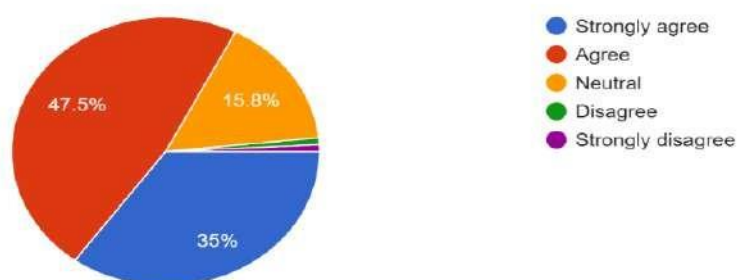
Majority (55.8%) respondents agree that soft skills are important to get employed.

4.1.9 Table showing distribution of respondents based on importance of effective communication and interpersonal skills:

S.NO	EFFECTIVE COMMUNICATION AND INTERPERSONAL SKILLS ARE IMPORTANT	NO OF RESPONDENT	PERCENTAGE
1.	Strongly Agree	42	35%
2.	Agree	57	47.5%
3.	Neutral	19	15.8%
4.	Disagree	1	0.8%
5.	Strongly Disagree	1	0.8%
Total		120	100%

Source: Primary Data

Soft skills, such as effective communication and interpersonal skills, are important for building professional networks
120 responses



4.1.9 chart showing distribution of respondents based on importance of effective communication and interpersonal skills

Interpretation:

From the above table it is interpreted that the number of respondents who strongly agree (35%), agree (47.5%), neutral (15.8%), disagree (0.8%), strongly disagree (0.8%).

Inference:

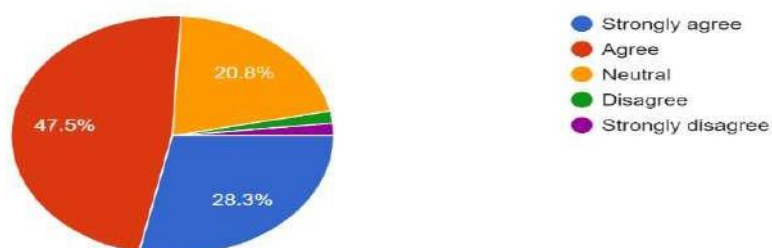
Majority (47.5%) respondents agree that interpersonal skills and effective communication are important to get employed.

4.1.10 Table showing distribution of respondents based on competitive edge given by soft skills:

S.NO	DOES SOFT SKILLS GIVE COMPETITIVE EDGE	NO OF RESPONDENT	PERCENTAGE
1.	Strongly Agree	34	28.3%
2.	Agree	57	47.5%
3.	Neutral	25	20.8%
4.	Disagree	2	1.7%
5.	Strongly Disagree	2	1.7%
	Total	120	100%

Source: Primary Data

Do you agree Possessing soft skills can give individuals a competitive edge in their career advancement ?
120 responses



4.1.10 Chart showing distribution of respondents based on competitive edge given by soft skills

Interpretation:

From the above table it is interpreted that the number of respondents strongly agree (28.3%), agree (47.5%), neutral (20.8), disagree (1.7%), strongly disagree (1.7%).

Inference:

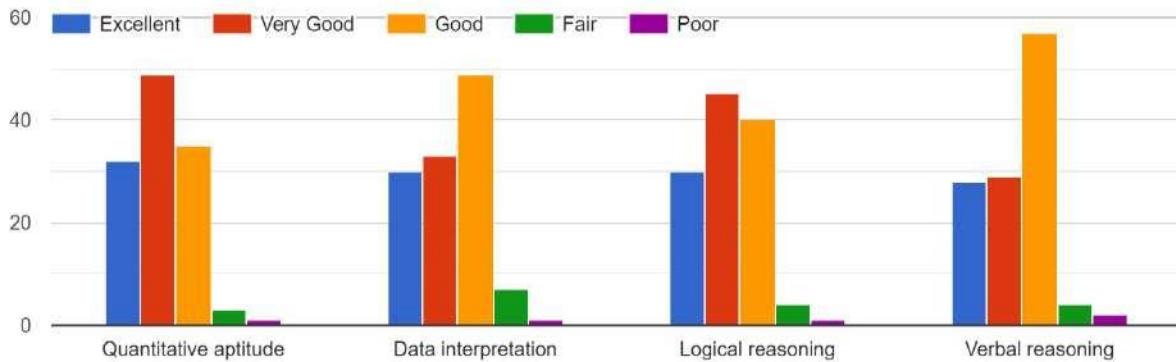
Majority (47.5%) respondents agree that soft skills can give individual a competitive edge in their career advancement.

4.1.11 Table showing distribution of respondents based on rating of aptitude training:

S.NO	APTITUDE TRAINING	PARTICULARS	NO OF RESPONDENT	PERCENTAGE
1.	Quantitative Aptitude	Excellent	32	27%
		Very Good	49	41%
		Good	35	29%
		Fair	3	2.5%
		Poor	1	0.8%
2.	Data Interpretation	Excellent	30	25%
		Very Good	33	27.5%
		Good	49	41%
		Fair	7	5.8%
		Poor	1	0.8%
3.	Logical Reasoning	Excellent	30	25%
		Very Good	45	37.5%
		Good	40	33%
		Fair	4	3%
		Poor	1	0.8%
4.	Verbal Reasoning	Excellent	28	23%
		Very Good	29	25%
		Good	57	47.5%
		Fair	4	3%
		Poor	2	1.6%

Source: Primary Data

How far do you rate the following Aptitude skill training given by your institution ?



4.1.11 Chart showing distribution of respondents based on rating of aptitude training

Interpretation:

From the above table it is interpreted that the number of respondents in quantitative aptitude is excellent (27%), very good (41%), good (29%), fair (2.5%), poor (0.8%). Data interpretation is excellent (25%), very good (27.5%), good (41%), fair (5.8%), poor (0.8%), logical reasoning excellent (25%), very good (37.5%), good (33%), fair (3%), poor (0.8%), verbal reasoning is excellent (23%), very good (25%), good (47.5%), fair (3%), poor (1.6%).

Inference:

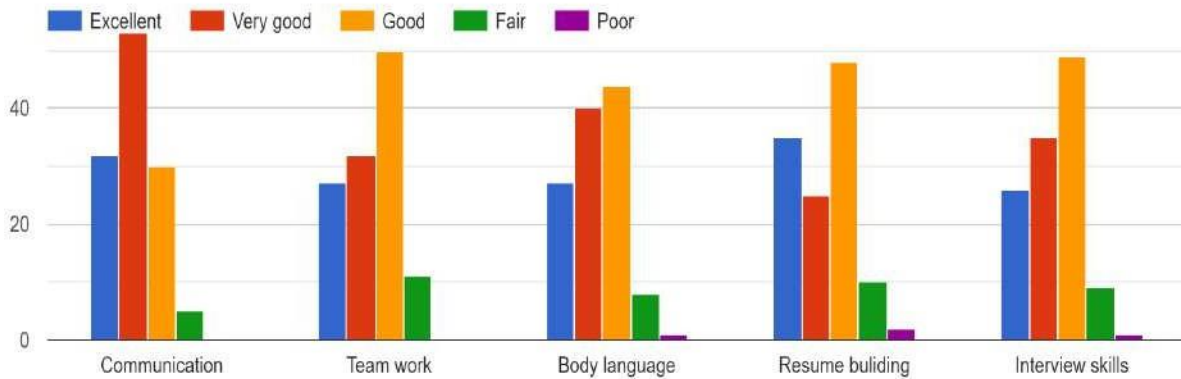
Majority (47.5%) respondents rate verbal reasoning training as good.

4.1.12 Table showing distribution of respondents based on rating of soft skill training

S.NO	SOFT SKILLS	PARTICULARS	NO OF RESPONDENT	PERCENTAGE
1.	Communication	Excellent Very Good Good Fair Poor	32 53 30 5 0	26.6% 44.2% 25% 4.2% 0%
2.	Team Work	Excellent Very Good Good Fair Poor	27 32 50 11 0	23% 26.6% 41.6% 9.2% 0%
3.	Body Language	Excellent Very Good Good Fair Poor	27 40 44 8 1	22.5% 33% 37% 6.6% 0.8%
4.	Resume Building	Excellent Very Good Good Fair Poor	35 25 48 10 2	29.2% 21% 40% 8% 1.7%
5.	Interview Skills	Excellent Very Good Good Fair Poor	26 35 49 9 1	22% 29.2% 41% 7.5% 0.8%

Source: Primary Data

How far you rate the following soft skill training given by your institution?



4.1.12 Chart showing distribution of respondents based on rating of soft skill training

Interpretation:

From the above table it is interpreted that the number of respondents who in communication is excellent (26.6%), very good (44.2%), good (25%), fair (4.2%), poor (None). Team work is excellent (23%), very good (26.6%), good (41.6%), fair (9.2%), poor (None), body language is excellent (22.5%), very good (33%), good (37%), fair (6.6%), poor (0.8%), resume building is excellent (23%), very good (25%), good (47.5%), fair (3%), poor (1.6%), interview skills is excellent (22%), very good (29.2%), good (41%), fair (7.5%), poor (None).

Inference:

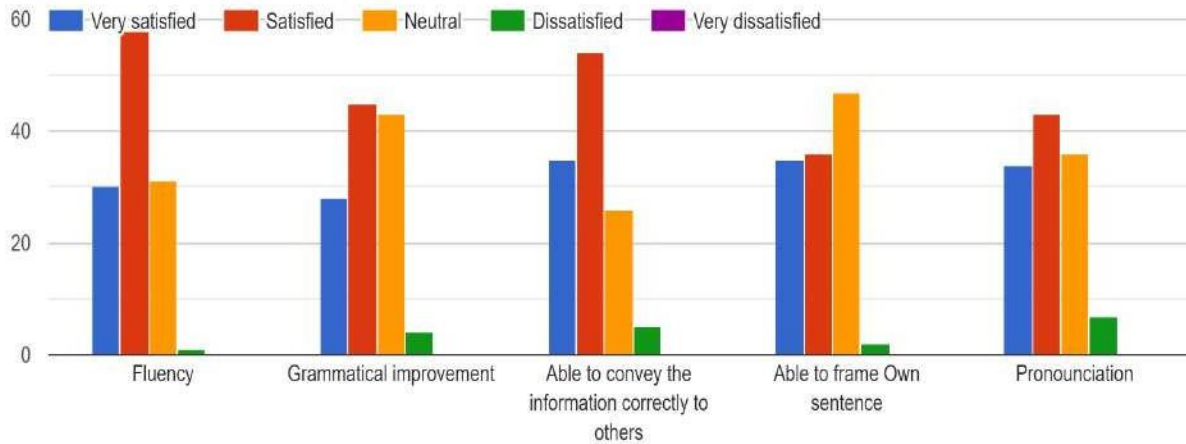
Majority (44.2%) respondents rate communication training as very good.

4.1.13 Table showing distribution of respondents based on improvement in communication skills:

S.NO	COMMUNICATION SKILL	RATING	NO OF RESPONDENT	PERCENTAGE
1.	Fluency	Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied	30 58 31 1 0	25% 48% 25.8% 0.8% 0%
2.	Grammatical Improvement	Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied	28 45 43 4 0	23.3% 37.5% 35.8% 3% 0%
3.	Able to Convey Information Correctly	Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied	35 54 26 5 0	29.2% 45% 21.6% 4.2% 0%
4.	Able to Frame Own Questions	Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied	35 36 47 2 0	29.2% 30% 39.2% 1.6% 0%
5.	Pronunciation	Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied	34 43 36 7 0	28% 35.8% 30% 5.8% 0%

Source: Primary Data

What are the communication skills do you able to improve



4.1.13 Chart showing distribution of respondents based on improvement in communication skill

Interpretation:

From the above table it is interpreted that the number of respondents who in fluency very satisfied (25%), satisfied (48%), neutral (25.8)%, dissatisfied (0.8%), very dissatisfied (None), grammatical improvement very satisfied (23.3%), satisfied (37.5%), neutral (35.8)%, dissatisfied (3%), very dissatisfied (None), able to convey information correctly very satisfied (29.2%), satisfied (45%), neutral (21.6%), dissatisfied (4.2%), very dissatisfied (None), able to frame own questions very satisfied (29.2%), satisfied (30%), neutral (39.2%), dissatisfied (1.6%), very dissatisfied (None), pronunciations very satisfied (28%), satisfied (35.8%), neutral (30%), dissatisfied (5.8%), very dissatisfied (None).

Inference:

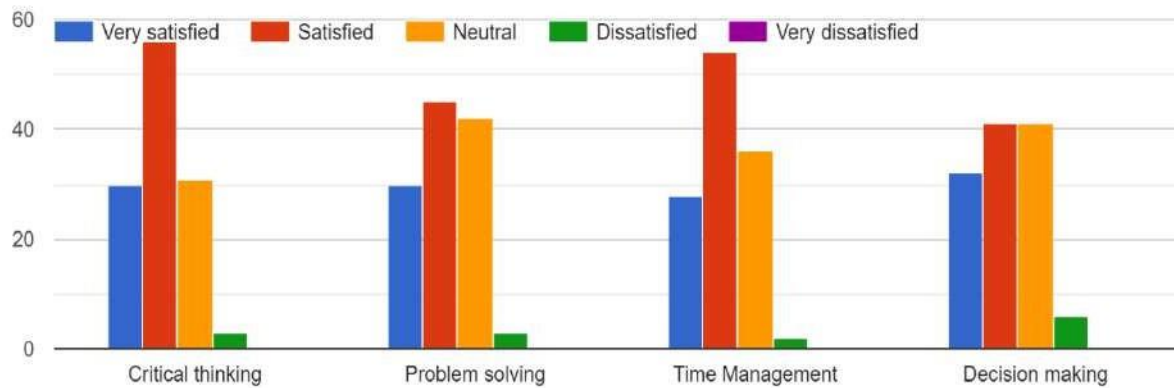
Majority (48.3%) respondents agree that they were able improve fluency in communication.

4.1.14 Table showing distribution of respondents based on improvement in aptitude skills:

S.NO	SKILLS	RATING	NO OF RESPONDE NT	PERCENTAGE
1.	Critical Thinking	Very Satisfied	30	25%
		Satisfied	56	46.7%
		Neutral	31	25.8%
		Dissatisfied	3	2.5%
		Very Dissatisfied	0	0%
2.	Problem Solving	Very Satisfied	30	25%
		Satisfied	45	37.5%
		Neutral	42	35%
		Dissatisfied	3	2.5%
		Very Dissatisfied	0	0%
3.	Time Management	Very Satisfied	28	23.3%
		Satisfied	54	45%
		Neutral	36	30%
		Dissatisfied	2	1.7%
		Very Dissatisfied	0	0%
4.	Decision Making	Very Satisfied	32	26.6%
		Satisfied	41	34.2%
		Neutral	41	34.2%
		Dissatisfied	6	5%
		Very Dissatisfied	0	0%

Source: Primary Data

What are the aptitude skills do you able to improve



4.1.14 Chart showing distribution of respondents based on improvement in aptitude skills

Interpretation:

From the above table it is interpreted that the number of respondents who in critical thinking very satisfied (25%), satisfied (46.7%), neutral (31%), dissatisfied (3%), very dissatisfied (None), problem solving very satisfied (25%), satisfied (37.5%), neutral (35%), dissatisfied (2.5%), very dissatisfied (None), time management very satisfied (23.3%), satisfied (45%), neutral (30%), dissatisfied (1.7%), very dissatisfied (None), decision making very satisfied (26.6%), satisfied (34.2%), neutral (34.2%), dissatisfied (5%), very dissatisfied (None).

Inference:

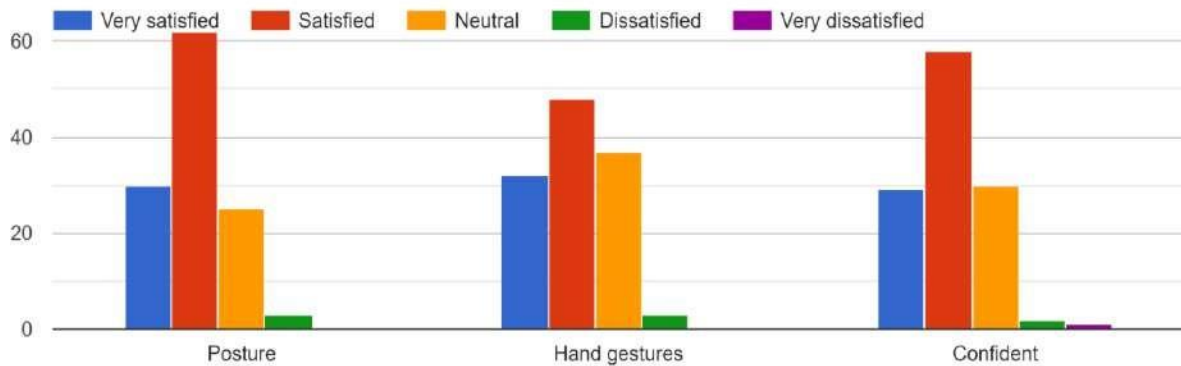
Majority (46.7%) respondents agree that they were able to improve critical thinking skill.

4.1.15 Table showing distribution of respondents based on improvement in body language skill

S.NO	BODY LANGUAGE	RATING	NO OF RESPONDENT	PERCENTAGE
1.	Posture	Very Satisfied	30	25
		Satisfied	62	52
		Neutral	25	21
		Dissatisfied	3	2.5
		Very Dissatisfied	0	0
2.	Hand Gesture	Very Satisfied	32	26.6
		Satisfied	48	40
		Neutral	37	31
		Dissatisfied	3	2.5
		Very Dissatisfied	0	0
3.	Confident	Very Satisfied	29	24.2
		Satisfied	58	48.3
		Neutral	30	25
		Dissatisfied	2	1.7
		Very Dissatisfied	1	0.8

Source: Primary Data

What did you able to improve with body language?



4.1.15 Chart showing distribution of respondents based on improvement in body language skills

Interpretation:

From the above table it is interpreted that the number of respondents who in Posture very satisfied (25%), satisfied (52%), neutral (21%), dissatisfied (2.5%), very dissatisfied (None), hand gesture is very satisfied (26.6%), satisfied (40%), neutral (31%), dissatisfied (2.5%), very dissatisfied (None), confident is very satisfied (24.2%), satisfied (48.3), neutral (25%), dissatisfied (1.7%), very dissatisfied (0.8%).

Inference:

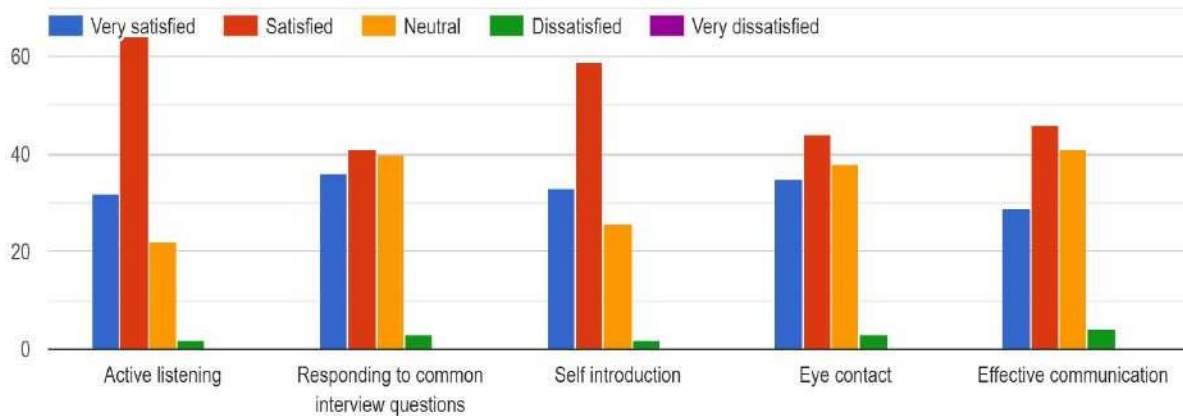
Majority (52%) respondents agree that they were able to improve Posture in body language.

4.1.16 Table showing distribution of respondents based on improvement in interview skills:

S.NO	INTERVIEW SKILLS	RATING	NO OF RESPONDENT	PERCENTAGE
1.	Active Listening	Very Satisfied	32	26.6
		Satisfied	64	53.3
		Neutral	22	18.3
		Dissatisfied	2	1.7
		Very Dissatisfied	0	0
2.	Responding to Common Interview Questions	Very Satisfied	36	30
		Satisfied	41	34.2
		Neutral	40	33.3
		Dissatisfied	3	2.5
		Very Dissatisfied	0	0
3.	Self-Introduction	Very Satisfied	33	27.5
		Satisfied	59	49.2
		Neutral	26	21.6
		Dissatisfied	2	1.7
		Very Dissatisfied	0	0
4.	Eye Contact	Very Satisfied	35	29.2
		Satisfied	44	36.7
		Neutral	38	31.6
		Dissatisfied	3	2.5
		Very Dissatisfied	0	0
5.	Effective Communication	Very Satisfied	29	24.2
		Satisfied	46	38.3
		Neutral	41	34.2
		Dissatisfied	4	3.3
		Very Dissatisfied	0	0

Source: Primary Data

What are interview skills do you able to improve



4.1.16 chart showing distribution of respondents based on improvement in interview skills

Interpretation:

From the above table it is interpreted that the number of respondents who in active listening very satisfied (26.6%), satisfied (53.3%), neutral (18.3%), dissatisfied (1.7%), very dissatisfied (None), responding to common interview questions is very satisfied (30%), satisfied (34.2%), neutral (33.3%), dissatisfied (2.5%), very dissatisfied (None), self-introduction is very satisfied (27.5%), Satisfied (49.2%), neutral (21.6%), dissatisfied (1.7%), very dissatisfied (None), effective communication is very satisfied (24.2%), satisfied (38.3%), neutral (34.2%), dissatisfied (3.3%), very dissatisfied (None).

Inference:

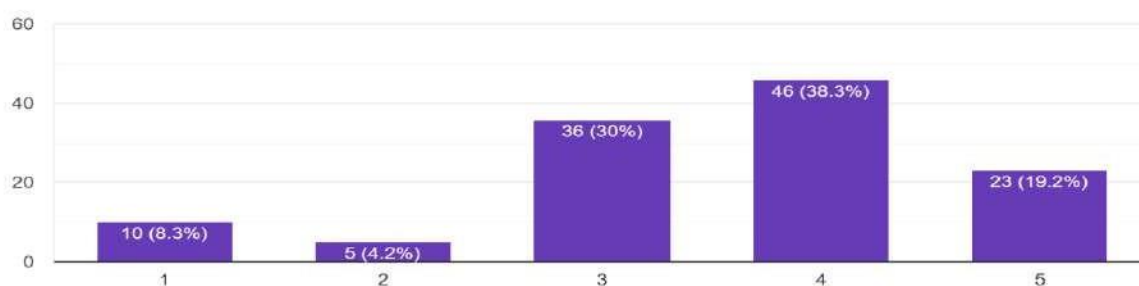
Majority (53.3%) respondents agree that they were able to improve active listening in interview skills.

4.1.17 Table showing distribution of respondents based on rating of capable on collaborating with team member:

S.NO	RATING	NO OF RESPONDENT	PERCENTAGE
1.	Excellent	23	19.2
2.	Good	46	38.3
3.	Neutral	36	30
4.	Fair	5	4.2
5.	Poor	10	8.3
Total		120	100

Source: Primary Data

How well do you collaborate as a team member with others, if you are asked to rate on a scale of 1-5 how will you rate?
120 responses



4.1.17 Chart showing distribution of respondents based on ratings in capable of collaborate with team member

Interpretation:

From the above table it is interpreted that the number of respondents who rates excellent (19.2%), good (38.3%), neutral (30%), fair (4.2%), poor (8.3%).

Inference:

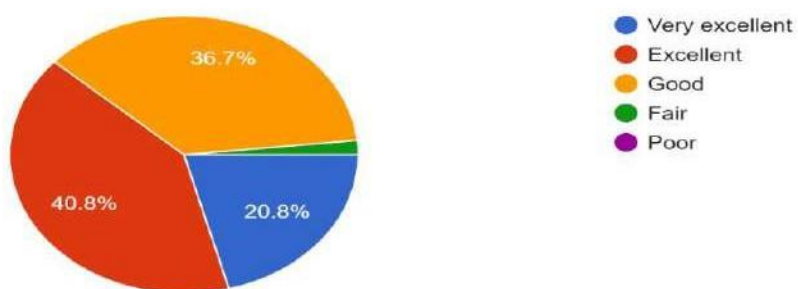
Majority (38.3%) respondents gave rating-4 as they were able to collaborate with a team member.

4.1.18 Table showing distribution of respondent based on overall ratings of the training:

S.NO	RATING	NO OF RESPONDENT	PERCENTAGE
1.	Very Excellent	25	20.8
2.	Excellent	49	40.8
3.	Neutral	44	36.7
4.	Fair	2	1.7
5.	Poor	0	0
Total		120	100

Source: Primary Data

Rate the overall training given by your organization?
120 responses



4.1.18 Chart showing distribution respondents based on ratings of the overall training

Interpretation:

From the above table it is interpreted that the number of respondents who rates the overall training very excellent (20.8%), excellent (40.8%), neutral (36.7%), fair (1.7%), Poor (None).

Inference:

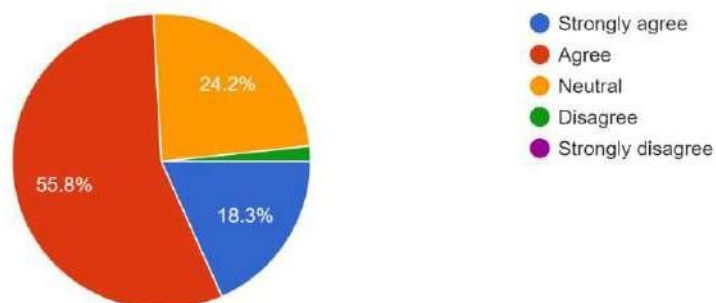
Majority (40.8%) respondents rate the overall training as excellent.

4.1.19 Table showing distribution of respondents based on how far students feel supportive, staffs are involved in the training:

S.NO	STAFFS INVOLVEMENT	NO OF RESPONDENT	PERCENTAGE
1.	Strongly Agree	22	18.3
2.	Agree	67	55.8
3.	Neutral	29	24.2
4.	Disagree	2	1.7
5.	Strongly Disagree	0	0
	Total	120	100

Source: Primary Data

How far you feel supportive if teaching staffs are involved in a placement training programme?
120 responses



4.1.19 Chart showing distribution of respondents based on how far students feel supportive, staffs are involved in training

Interpretation:

From the above table it is interpreted that the number of respondents who strongly agree (18.3%), agree (55.8%), neutral (24.2%), disagree (1.7%), strongly disagree (None).

Inference:

Majority (55.8%) respondents feels that the teaching staffs are involved in training will be supportive.

CHAPTER-5

FINDINGS

5.1 FINDINGS:

- 1) Majority (71.7%) respondents are age between 18-20.
- 2) Majority (94.2%) respondents are female.
- 3) Majority (44.2%) respondents are Possessing degree in BE.
- 4) Majority (56.7%) respondents were attended placement training in 6th Semester.
- 5) Majority (84.2%) respondents agree that aptitude training given by the Institution.
- 6) Majority (45.8%) respondents agree that quantitative aptitude was important to get employed.
- 7) Majority (37.5%) respondents agree that data interpretation was important to get employed.
- 8) Majority (41.7%) respondents agree that logical reasoning was important to get employed.
- 9) Majority (36.7%) respondents strongly agree that verbal reasoning was important to get employed.
- 10) Majority (43.3%) respondents agree that communication skills were important to get employed.
- 11) Majority (38.3%) respondents strongly agree that team work was important to get employed.
- 12) Majority (46.7%) respondents agree that body language was important to get employed.
- 13) Majority (40.8%) respondents strongly agree that resume building was important skill.

- 14) Majority (38.3%) respondents strongly agree that interview skills were important to get employed.
- 15) Majority (56.7%) respondents agree that technical skills are important to get employed.
- 16) Majority (55.8%) respondents agree that soft skills are important to get employed.
- 17) Majority (47.5%) respondents agree that interpersonal skills and effective communication are important to get employed.
- 18) Majority (47.5%) respondents agree that soft skills can give individual a competitive edge in their career advancement.
- 19) Majority (41%) respondents rate quantitative aptitude training as very good.
- 20) Majority (41%) respondents rate data interpretation training as good.
- 21) Majority (37.5%) respondents rate logical reasoning training as very good.
- 22) Majority (47.5%) respondents rate verbal reasoning training as good.
- 23) Majority (44.2%) respondents rate communication training as very good.
- 24) Majority (41.6%) respondents rate team work training as good.
- 25) Majority (37%) respondents rate body language training as good.
- 26) Majority (40%) respondents rate resume building skill training as good.
- 27) Majority (41%) respondents rate interview skills training as good.
- 28) Majority (48.3%) respondents agree that they were able improve fluency in communication.
- 29) Majority (37.5%) respondents agree that they were able to improve grammatical improvement in communication.
- 30) Majority (45%) respondents agree that they were able convey information correctly with others.

- 31) Majority (39.2%) respondents neutrally agree that they were able to frame their own sentences.
- 32) Majority (35.8%) respondents agree that they were able to make pronunciation correctly.
- 33) Majority (46.7%) respondents agree that they were able to improve critical thinking skill.
- 34) Majority (37.5%) respondents agree that they were able to improve problem solving skill.
- 35) Majority (45%) respondents agree that they were able to improve time management skill.
- 36) Majority (34.2%) respondents agree and neutrally agree that they were able to improve decision making skill.
- 37) Majority (52%) respondents agree that they were able to improve Posture in body language.
- 38) Majority (40%) respondents agree that they were able to improve hand gesture in body language.
- 39) Majority (48.3%) respondents agree that they were able to improve confidence in body language.
- 40) Majority (53.3%) respondents agree that they were able to improve active listening in interview skills.
- 41) Majority (34.2%) respondents agree that they were able to respond for common interview question.
- 42) Majority (49.2 %) respondents agree that they were able to self-introduce themselves.
- 43) Majority (36.7%) respondents agree that they were able to keep eye contact with speaker.

- 44) Majority (38.3%) respondents agree that they were able to effectively communicate with others as a interview skills.
- 45) Majority (38.3%) respondents gave rating-4 as they were able to collaborate with a team member.
- 46) Majority (40.8%) respondents rate the overall training as excellent.
- 47) Majority (55.8%) respondents feels that the teaching staffs are involved in training will be supportive.

CHAPTER 6

SUGGESTIONS AND CONCLUSION

6.1 SUGGESTIONS:

1. Enhance the training duration for more comprehensive learning.
2. Strengthen communication skills to facilitate effective interaction.
3. Foster an environment that encourages active participation and engagement.
4. Provide abundant placement classes and numerous opportunities with various companies.
5. Facilitate hands-on practical experiences to complement theoretical knowledge.
6. Optimize session schedules to ensure maximum attentiveness and participation.
7. Implement a well-structured timing schedule for smooth operations.
8. Offer technical training tailored to individual domains to refine concepts for placement readiness.
9. Integrate placement process insights seamlessly into the training curriculum.
10. Dedicate ample time for thorough teaching and understanding.
11. Cater to the needs of students with arrears by exploring multiple avenues, such as specialized opportunities like TCS.
12. Prioritize skill development to equip students for the evolving job market.
13. Provide additional training opportunities to further enhance proficiency.
14. Enhance the quality of topics covered to meet industry standards.
15. Introduce enriching sessions on Python language to broaden skill sets.
16. Incorporate more aptitude training sessions to sharpen problem-solving abilities.
17. Enlist experienced staff members to impart valuable knowledge and guidance.

18. Continuously invest in further training to ensure continuous growth and development.
19. Focus on cultivating strong problem-solving skills alongside aptitude.
20. Offer comprehensive guidance and support to students throughout their journey.
21. Provide specialized training on body language to enhance professional presence.
22. Strengthen aptitude training to ensure students are well-prepared for assessments.
23. Initiate placement training early on, starting from the second year, to provide ample preparation time.
24. Equip students with comprehensive insights into potential employers to make informed decisions.
25. Educate students about the selection process to alleviate any uncertainties.
26. Boost technical and soft skills topics to meet the demands of the corporate world.
27. Foster an understanding of corporate requirements to better align with industry expectations.
28. Organize grooming sessions regularly to refine professional demeanor and etiquette.

6.2 LIMITATIONS OF THE STUDY:

- a) The study primarily targets a specific demographic - BE degree holders aged 18-20, with a majority being female. This could lead to a biased representation and may not reflect the perceptions of a more diverse population.
- b) The data is derived from survey responses, which may be subject to respondent bias. Participants might provide socially desirable answers or their responses might not accurately reflect their true perceptions.

- c) The findings may not be generalizable to all student populations or institutions due to the narrow demographic focus and potential sampling bias.
- d) The data relies on self-reported perceptions and opinions of the respondents, which may not always align with their actual behaviors or experiences.
- e) The study seems to be conducted within a specific institution, which limits the generalizability of the findings to other educational institutions with different training programs or contexts.
- f) The data provided lacks contextual information about the training programs, such as duration, content, and delivery methods, which could impact the interpretation of the findings.
- g) The data provides percentages and majority responses without deeper analysis or exploration of underlying factors influencing student perceptions.

6.3 CONCLUSION:

The perception of students towards the placement training program at Sathyabama University appears to be positive based on project findings. Through surveys, I have gathered evidence suggesting that students view the program as beneficial in enhancing their employability skills, confidence levels, and readiness for the job market. The structured curriculum, practical sessions, and industry interactions seem to have contributed to their overall satisfaction with the program. However, further research could look into specific areas for improvement to tailor the program even more closely to students' needs and expectations, ensuring continuous enhancement of their employability prospects.

In addition to the positive perception of students towards the placement training program at Sathyabama Institute of Science and Technology, our project highlights several key insights. Firstly, the program's emphasis on practical skill development and industry exposure is highly valued by students, as it bridges the gap between academic learning and real-world job requirements. Secondly, the supportive environment fostered by faculty and mentors plays a crucial role in students' engagement and confidence-building throughout the program. Thirdly, the program's relevance and effectiveness are evident in the success stories of students securing internships and job placements in reputed companies. These findings underscore the importance of continuous evaluation and refinement of the program to ensure its alignment with evolving industry trends and students' career aspirations. Overall, the placement training program at Sathyabama Institute of Science and Technology serves as a cornerstone in preparing students for successful transition into the professional sphere, thus enhancing their overall academic experience and employability prospects.

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ANNEXURE – I
QUESTIONNAIRE

“A STUDY ON STUDENTS PERCEPTION TOWARDS PLACEMENT TRAINING
PROGRAMME AT SATHAYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY”

I am **Gayathri devi D**, a student of **Sathyabama Institute of Science and Technology**. As a student of Sathyabama Institute of Science and Technology, your input is valuable. The questionnaire aims to explore the “**Placement Training Programme at Sathyabama University**”.

Be reassured, your responses will remain confidential, and the research outcomes will solely be utilized for academic purposes.

We sincerely appreciate your cooperation in this regard.

“KINDLY INDICATE THE APPROPRIATE CHOICE”

1. Name of the respondent

2. Age

Mark only one oval.

☐ 18-20

☐ 21-22

☐ 23-24

3. Gender *

Mark only one oval.

☐ Male

☐ Female

4. Program *

Mark only one oval.

- ☐ BE
- ☐ B-Tech
- ☐ B.com
- ☐ BBA
- ☐ MBA
- ☐ Bsc

5. From which semester do you attend placement training in your institution? *

Mark only one oval.

- ☐ 5th semester
- ☐ 6th semester
- ☐ 7th semester
- ☐ 8th semester

6. What are the trainings given by your institution? *

Check all that apply.

- ☐ Aptitude
- ☐ Group Discussion
- ☐ Team building
- ☐ Body language
- ☐ Communication skills
- ☐ Logical reasoning
- ☐ Verbal reasoning
- ☐ Resume building
- ☐ Interview skills
- ☐ Other: _____

7. How far you do agree that the following aptitude skills are very important to get employed? *

Mark only one oval per row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Quantitative aptitude	☐	☐	☐	☐	☐
Data interpretation	☐	☐	☐	☐	☐
Logical reasoning	☐	☐	☐	☐	☐
Verbal reasoning	☐	☐	☐	☐	☐

8. How far you do agree that the following soft skills are very important to get employed? *

Mark only one oval per row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Communication	☐	☐	☐	☐	☐
Team work	☐	☐	☐	☐	☐
Body language	☐	☐	☐	☐	☐
Resume buliding	☐	☐	☐	☐	☐
Interview skills	☐	☐	☐	☐	☐

9. Do you agree that improving technical skills is important to get employed in the job market? *

Mark only one oval.

- ☐ Strongly agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly disagree

10. How far do you agree that improving soft skills is important to get employed in the job market? *

Mark only one oval.

- ☐ Strongly agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly disagree

11. Soft skills, such as effective communication and interpersonal skills, are important for building professional networks *

Mark only one oval.

- ☐ Strongly agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly disagree

12. Do you agree Possessing soft skills can give individuals a competitive edge in their career advancement ? *

Mark only one oval.

- ☐ Strongly agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly disagree

13. How far do you rate the following Aptitude skill training given by your institution ? *

Mark only one oval per row.

	Excellent	Very Good	Good	Fair	Poor
Quantitative aptitude	☐	☐	☐	☐	☐
Data interpretation	☐	☐	☐	☐	☐
Logical reasoning	☐	☐	☐	☐	☐
Verbal reasoning	☐	☐	☐	☐	☐

14. How far you rate the following soft skill training given by your institution? *

Mark only one oval per row.

	Excellent	Very good	Good	Fair	Poor
Communication	☐	☐	☐	☐	☐
Team work	☐	☐	☐	☐	☐
Body language	☐	☐	☐	☐	☐
Resume buliding	☐	☐	☐	☐	☐
Interview skills	☐	☐	☐	☐	☐

15. What are the communication skills do you able to improve *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Fluency	☐	☐	☐	☐	☐
Grammatical improvement	☐	☐	☐	☐	☐
Able to convey the information correctly to others	☐	☐	☐	☐	☐
Able to frame Own sentence	☐	☐	☐	☐	☐
Pronounciation	☐	☐	☐	☐	☐

16. What are the aptitude skills do you able to improve *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Critical thinking	☐	☐	☐	☐	☐
Problem solving	☐	☐	☐	☐	☐
Time Management	☐	☐	☐	☐	☐
Decision making	☐	☐	☐	☐	☐

17. What did you able to improve with body language? *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Posture	☐	☐	☐	☐	☐
Hand gestures	☐	☐	☐	☐	☐
Confident	☐	☐	☐	☐	☐

18. What are interview skills do you able to improve *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Active listening	☐	☐	☐	☐	☐
Responding to common interview questions	☐	☐	☐	☐	☐
Self introduction	☐	☐	☐	☐	☐
Eye contact	☐	☐	☐	☐	☐
Effective communication	☐	☐	☐	☐	☐

19. How well do you collaborate as a team member with others, if you are asked to rate on a scale of 1- 5 how will you rate? *

Mark only one oval.

	1	2	3	4	5	
Poir	☐	☐	☐	☐	☐	Excellent

20. Rate the overall training given by your organization? *

Mark only one oval.

☐ Very excellent
☐ Excellent
☐ Good
☐ Fair
☐ Poor

21. How far you feel supportive if teaching staffs are involved in a placement training programme? *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

22. Any suggestions for improvement in placement training programme given by your institution? *
