

Students Perspective Towards Training And Placement In Higher Educational Institution

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

RAJESH KUMAR.K

Register No.40410220



SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

APRIL 2022



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

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

Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai – 600 119

www.sathyabama.ac.in

SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **RAJESH KUMAR.K (40410220)** who carried out the project entitled “**Students perspective towards training and placement in higher educational institution**” under my supervision from January 2022 to March 2022.

DR.T.R.KALAI LAKSHMI

Internal guide

External Guide

Dr. BHUVANESWARI .G

Dean – School of Management Studies

Submitted for Viva voce Examination held on_____

Internal Examiner

External Examiner

DECLARATION

I **RAJESH KUMAR.K (40410220)** hereby declare that the Project Report entitled “**Students perspective towards training and placement in higher educational institution**” done by me under the guidance of **DR.T.R.KALAI LAKSHMI** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE:

PLACE:

RAJESH KUMAR.K

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. G. Bhuvaneswari, Dean - School of Management Studies** and **Dr. A. Palani, Head - School of Management Studies** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **DR.T.R.KALAI LAKSHMI** for her valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **School of Management Studies** who were helpful in many ways for the completion of the project.

RAJESH KUMAR.K

ABSTRACT:

Placement and training processes play a foremost role in shaping up the career objectives of students. It is the dream of every undergraduate student to get placed in a top organization visiting their campus for recruitment. Keeping this key aspect into consideration, it is observed that training is important for undergraduate students to develop their employability skills and achieve good placement in several industries and MNCs around the world. Keeping in mind, the present scenario of competition for employment in industries is increasing day by day and hence, placement has become a challenging mission. Training of students and arming them with life and communication skills has become a significant concern for the institution. Along with technical proficiency, and overall personality development is also crucial.

LIST OF CONTENTS

CHAPTER NO	CONTENT	PAGE NO
	ABSTRACT	5
	LIST OF TABLES	8
	LIST OF CHARTS	10
1.1	INTRODUCTION	12
1.2	AREA OF INDUSTRY	15
1.3	INDUSTRY PROFILE	15
1.4	NEED FOR THE STUDY	16
1.5	SCOPE OF THE STUDY	16
1.6	OBJECTIVES OF THE STUDY	16
2.1	REVIEW OF LITERATURE	17
3.1	METHODOLOGY	21
3.2	RESEARCH DESIGN	21
3.3	SOURCE OF DATA COLLECTION	21
3.4	SAMPLING TECHNIQUE	22
3.5	TECHNICAL TOOLS	22
4.1	PERCENTAGE ANALYSIS	24
4.2	CHI-SQUARE ANALYSIS	43

5.1	FINDINGS	45
5.2	SUGGESTION	46
5.3	LIMITATIONS	55
5.4	CONCLUSION	56
	REFERENCE	61
	QUESTIONNAIRE	63

LIST OF TABLES

TABLE NO	NAME	PAGE NO
4.1.1	GENDER OF RESPONDENTS	24
4.1.2	AGE OF THE RESPONDENTS	25
4.1.3	NAME OF THE UNIVERSITY FROM WHICH THE RESPONDENTS HAVE GRADUATED.	26
4.1.4	DEGREE OF THE RESPONDENTS	27
4.1.5	YEAR OF COMPLETION	28
4.1.6	SERVICES OFFERED BY THE PLACEMENT OFFICE	29
4.1.7	PLACEMENT OFFICE AVAILABLE AND HELPFUL DURING TRAINING	30
4.1.8	RATE THE TRAINING PROGRAM	31
4.1.9	POST PLACEMENT TRAINING SKILLS	32
4.1.10	WAS THE PLACEMENT OFFICE AVAILABLE AND HELPFUL DURING OFF CAMPUS INTERVIEW	33
4.1.11	Improving my skills to apply for a job.	34
4.1.12	Were the services provided by the placement office supportive in building your career	35
4.1.13	Was Placement training helpful to make the right decision about my career	36

4.1.14	Found current employment	37
4.1.15	PRESENT COMPANY YOUR WORKING FOR	38
4.1.16	SECURED MY PRESENT JOB	39
4.1.17	JOB SEEKING SKILLS IMPROVED AFTER ATTENDING PLACEMENT TRAINING	40
4.1.18	WERE OPPORTUNITY GIVEN TO APPLY AND DEVELOP YOUR SKILLS AND KNOWLEDGE	41
4.1.19	JOB INTERVIEW PREPARATION OFFERED BY THE PLACEMENT TRAINING WAS OF GREAT VALUE	42
4.1.20	WERE THE JOB SEARCH TIPS GIVEN BY PLACEMENT HELPFUL	43
4.1.21	WERE THE INTERVIEWS SCHEDULED BY INSTITUTIONS EFFECTIVE	44
4.1.22	DO YOU AGREE THAT YOU GET PLACEMENT OPPORTUNITIES IN THE COMPANIES OF OUR OWN DOMAIN	45
4.1.23	JOB I SECURED THROUGH THE PLACEMENT WAS THE RIGHT CHOICE FOR ME	46

LIST OF CHARTS

TABLE NO	NAME	PAGE NO
4.1.1	GENDER OF RESPONDENTS	24
4.1.2	AGE OF THE RESPONDENTS	25
4.1.3	NAME OF THE UNIVERSITY FROM WHICH THE RESPONDENTS HAVE GRADUATED.	26
4.1.4	DEGREE OF THE RESPONDENTS	27
4.1.5	YEAR OF COMPLETION	28
4.1.6	SERVICES OFFERED BY THE PLACEMENT OFFICE	29
4.1.7	PLACEMENT OFFICE AVAILABLE AND HELPFUL DURING TRAINING	30
4.1.8	RATE THE TRAINING PROGRAM	31
4.1.9	POST PLACEMENT TRAINING SKILLS	32
4.1.10	WAS THE PLACEMENT OFFICE AVAILABLE AND HELPFUL DURING OFF CAMPUS INTERVIEW	33
4.1.11	Improving my skills to apply for a job.	34
4.1.12	Were the services provided by the placement office supportive in building your career	35
4.1.13	Was Placement training helpful to make the right decision about my career	36
4.1.14	Found current employment	37

4.1.15	PRESENT COMPANY YOUR WORKING FOR	38
4.1.16	SECURED MY PRESENT JOB	39
4.1.17	JOB SEEKING SKILLS IMPROVED AFTER ATTENDING PLACEMENT TRAINING	40
4.1.18	WERE OPPORTUNITY GIVEN TO APPLY AND DEVELOP YOUR SKILLS AND KNOWLEDGE	41
4.1.19	JOB INTERVIEW PREPARATION OFFERED BY THE PLACEMENT TRAINING WAS OF GREAT VALUE	42
4.1.20	WERE THE JOB SEARCH TIPS GIVEN BY PLACEMENT HELPFUL	43
4.1.21	WERE THE INTERVIEWS SCHEDULED BY INSTITUTIONS EFFECTIVE	44
4.1.22	DO YOU AGREE THAT YOU GET PLACEMENT OPPORTUNITIES IN THE COMPANIES OF OUR OWN DOMAIN	45
4.1.23	JOB I SECURED THROUGH THE PLACEMENT WAS THE RIGHT CHOICE FOR ME	46

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

We all know that the major objective of doing higher education is to become eligible for seeking employment in any good organization, so does parents. I would like to emphasize here that when any parent invests money for the higher education of his or her child they naturally expect an education quality from the institution that guides their child's attitude towards future life and most importantly a zeal for seeking a successful career. Competition in education sector has made this expectation of parents become true to a highest extent. Educational Institutions of today are busy preparing their students for meeting live challenges of life and also at work place for their successful survival in the world. In addition to teaching academics in a lovely professional manner as per university's requirement for securing graduation distinction and pass percentage, several personality development and soft skills training are also imparted to ignite students' interest towards seeking a job in a good company.

Placement activities are being conducted by bringing corporate to the campus for interviewing students to get selected for open job positions. Well, the real problem exists here, the problem is students fail to apply or match their job skills learning arranged by college against those of actual company's selection rounds for filling the open job position. Moreover, the assessment by Wheebox, People's Strong in collaboration with Confederation of Indian Industry [CII] revealed that only 34% of our graduates are employable. This disconnect between graduate students' practical applicability of job skills with relation to company job positions has made educational institutions worry on their placement results just like academic results. With consequence of such a disconnect between their students and Job Market widening at large also affecting the institution's market image and also students' future at risk , this white paper was prepared to analyze some innovative job skills training techniques to bridge this gap. Moreover, constraints in time, cost and budget here plus university's mandatory academic activities for semesters, provision of work skills trainings to students at regular frequencies is also conflicting with their routine academic tasks.

With the objective of bridging all these gaps in the paper, a clear methodology is adopted to review the models drawing up meaningful inferences, findings and solutions to apply the model to real world scenarios. II.OBJECTIVES OF THE RESEARCH The primary objective of this paper's analysis seeks to brid.

1.2 AREA OF INDUSTRY

Will be collecting from 4 different top Institutions from Chennai:

- Sathyabama Institution of Science and Technology
- Hindustan Institution of Technology and Science
- SRM Institute of Science and Technology
- Vellore Institute of Technology - VIT Chennai

1.3 INDUSTRY PROFILE

Campus placement, also known as campus recruitment, is when companies come to your colleges campus, conduct interviews, and hire candidates to work in their company. These campus placements are arranged for by your college who invite all the best possible companies to recruit from their students. The campus placements are held before the final examination. These placements not only benefit the students, but they also benefit the companies and colleges.

However, as a student, you need to prepare well for the campus placements. Getting the best companies for the placement drive is the main job of your college. From there onward, you are the one responsible for what happens next. Of course, your college will prepare you, but there is still a whole lot more you can do. In the following blog, you will find all the information you need about campus placements and campus recruitments. This information will be your guide.

1.4 NEED FOR STUDY

Placements give students the opportunity for improvement of skills explicit to their subject or industry of choice as well as the employability skills required for real work. A well placed employee will be an asset to the organization. Proper placement makes the employee happy

and reduces absenteeism and labour turnover. Proper placement increases morale and efficiency of the employees and builds a good relation with the employer. To crack down the campus placement, a student has to have specific skill sets. They include advantageous soft skills like the right attitude, confidence, humble behavior, truthfulness, honesty, and integrity, etc. But these do not form the only means for the hiring executives to recruit a student.

1.5 SCOPE OF STUDY

It will be very unfair to compare these Branches on basis of their placement records so to understand the Placement records in these branches we must first know the different fields of impacts these field create and on which the jobs are created.

People always think that CSE is always preferred over IT but this isn't true at all now that we know that IT creates Jobs in different fields in comparison with CSE.If you see at the very basic level both are similar it completely based on your interest and knowledge if you have interest in either of the field you will get a Handsome salary in good MNC like Amazon,Microsoft,Google,etc.

1.6 OBJECTIVE OF STUDY

To provide exposure to BE pursuing students. To have good relations with the recruiters. Managing Recruiters correspondence and feedback's. Organizing Pre- Placement Training's. Along with technical proficiency, and overall personality development is also crucial. Placements give students the opportunity for improvement of skills explicit to their subject or industry of choice as well as the employability skills required for real work. and help them in identifying their career objectives. Guide the students in developing skills and job-search strategies required to achieve their career objectives.

CHAPTER 2

2.1 REVIEW OF LITERATURE

- **P.S.AITHAL(2015).** SWOC Analysis is the most renowned tool for audit and analysis of the overall strategic position of the business and its environment. Its key purpose is to identify the strategies that will create a firm specific business model that will best align an organization's resources and capabilities to the requirements of the environment in which the firm operates. SWOC is the foundation for evaluating the internal potential and limitations and the probable/likely opportunities and threats from the external environment. It views all positive and negative factors inside and outside the firm that affect the success. A consistent study of the environment in which the firm operates helps in forecasting/predicting the changing trends and also helps in including them in the decision-making process of the organization. In this paper, we have reviewed the SWOC analysing technique and applied it to higher education system. We have applied it to a higher education institution - Srinivas Institute of Management Studies, (SIMS).
- **A.B.SRINIVASA RAO(2015).** Every organization should have a vision which spells out what it expects to realize in the long run, and continuously strive towards converting it into reality. Vision is born out of the minds and hearts of its propounders - ever constant and persistent, yet adaptive and responsive to rapidly changing conditions. The question of what SIMS as an educational institution would be like in 2025 is attempted to be outlined in this paper. Vision realization in some areas is possible to estimate quantitatively with a fair degree of confidence. In some others the broad direction is perceivable but unable to reasonably put in numbers the likely accomplishments. The institution itself is instrumental in determining its quality and furthering it strategically towards its future. Admissions should reflect heterogeneity of student population in terms of gender, regional, religious, cultural & linguistic differences. Courses should cover all realms of human life from technology to business and social service. Faculty should have a functional area of specialization and bend of mind for research and continuous improvement. This apart, the infrastructure should be sound. Teaching learning methods

should incorporate a variety of pedagogy. Research and collaboration should be strong. Consultancy and training should be manifold. Industry exposure and placement should be extensive. Social service and civic responsibility should form the pillar of student orientation. Value addition through certificate courses, modular courses and soft skill should be incorporated. Beyond all this, there should be sufficient scope for horizontal and vertical integration. The perspective plan aligned with the vision and mission should spell out clearly, various aspects considered for students, faculty, courses, employers, infrastructure developments should be in the plan. Appropriate strategy development is required for planning and deployment of the various elements mentioned above.

- **NICOLA BULLIVANT(2016).** This article explores several aspects of service quality for the provision of higher education. Alongside the trend of the massification of higher education over the past two decades, higher education institutions are required to review quality across a range of outputs, besides teaching and learning. The study was undertaken within the undergraduate placement programme of a UK higher education institution and investigated aspects of service quality through students' surveys conducted over a five-year period and staff questionnaires and interviews. The findings of the study point out that, amongst other factors, the increase in student numbers implies a deterioration of higher education service quality. Based on the findings, several areas that can potentially improve the quality of higher education services in modern universities are identified.
- **GOUTAM KUMAR KUNDU 2017).** The purpose of this paper is to provide an overview of existing research and present a holistic understanding of quality in higher education. This literature review builds on major sources of relevant research relating to educational quality methodologies, quality literacy and multi-dimensional concept of quality. The paper attempts to understand quality in education as a relationship amongst all the participants and resources of an educational institution. Based on the results of the literature review, the paper attempts to establish the foundation for a comprehensive understanding and analysis of quality focussing on higher education. This literature

review provides a frame of reference that serves as a basis for future research regarding role of quality in education.

- **JONATHAN FOO (2017).** Failure by students in health professional clinical education intertwines the health and education sectors, with actions in one having potential downstream effects on the other. It is unknown what economic costs are associated with failure, how these costs are distributed, and the impacts these have on students, clinicians and workplace productivity. An understanding of cost drivers and cost boundaries will enable evidence-based targeting of strategic investments into clinical education, including where they should be made and by whom.
- **Anna Smolentseva (2018).** In 1991, the Soviet model of higher education in 15 republics of the USSR, with its 5.1 million students and 946 higher education institutions, started 15 independent journeys. All post-Soviet systems shared the legacies of the single Soviet approach to higher education provision: a centrally planned organization and financing, subordination to multiple sectoral ministries, a national curriculum, a vocational orientation based on the combination of strong basic education and narrow specialized jobrelated training, a nomenclature of types of higher education institutions, tuition-free study places and guaranteed employment upon graduation combined with mandatory job placement. Despite these commonalities, the sociocultural and economic disparities across the republics.
- **SARAH HARVEY(2019).** Traditionally mentorship of pre-registration student nurses in clinical practice has followed a 1:1 model. Students are allocated a named mentor for the duration of the placement and they are responsible for supporting and assessing the learner. Many studies have identified problems with this approach to mentorship, including lack of time to facilitate learning on a 1:1 basis. In response to some of these challenges, a collaborative model of mentorship is being adopted both internationally and nationally. This involves placing a range of 1st, 2nd and 3rd year students on placement together, with students being allocated specific patients to care for collaboratively, under

supervision. This model has already become established in Amsterdam, as an effective approach to mentorship (Lobo et al., 2014). In addition collaborative learning in practice has also been introduced in Ireland, Australia and the United States of America. This paper discusses the implementation of a collaborative model of learning by a district hospital and higher education institute (HEI) in the South West of England, commencing with a preliminary study in one placement area. Following success of this project this model is being implemented in other placement areas within the Trust.

- **BONNIE DEAN(2020).** Work-integrated learning (WIL) is on the rise as many universities adopt strategic targets for student workplace preparation as an element of their tertiary studies. Through WIL, students gain real world experiences, transferable skills and build professional networks. WIL is often understood as a placement activity, whereby students spend extended periods of time in industry, typically at the end or near end of their degree. These placements are designed to encapsulate the theoretical learning of a degree through the opportunity to apply knowledge and practise skills in a physical workplace. While there is much evidence in the higher education teaching and learning scholarship that attests to the benefits of placement-based WIL for all stakeholders, innovation in WIL that integrates work practices with learning is also occurring without time on placement or within a workplace. In recent years, WIL activity has extended beyond limited conceptions as describing only placements, to include a range of simulated, virtual, authentic and industry-based activities. The uptake of non-placement learning activities presents as opportunity to investigate the benefits, utility and innovation of this growing pedagogy to contribute meaningful insights to higher education scholarship and practice.

CHAPTER 3

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. The main purpose of the dissertation is to collect data and find answers to research questions. This will be undertaken by this chapter on Methodology. This chapter is divided into sections on the research purpose, strategy, and the ways to approach the research.

This study examines the perspective of students towards training and placement in their institution.

3.2 RESEARCH 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.

3.3 SOURCE OF DATA COLLECTION

3.3.1 PRIMARY DATA

Primary data plays an important role where research is being carried out for the first time. This is the data, which is collected after interacting with people through the use of interviews and questionnaire forms. Primary data is inferred by statistical analysis and has clear and precise structure.

The Primary data will be collected using survey as a mode of data collection. To conduct

surveys separate sets of structured questionnaires would be prepared for the students. Primary data was collected from 205 students.

3.4 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. For the current research 120 samples were collected.

The sampling technique used for the research is convenient sampling the easiest method of 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.

3.5 ANALYTICAL TOOLS

The data collected from the students during the survey are analyzed using various tools. Some of the statistical tools applied in the study are

3.5.1 ANOVA

3.5.1 ANOVA

Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors. The systematic factors have a statistical influence on the given data set, while the random factors do not. Analysts use the ANOVA test to determine the influence that independent variables have on the dependent variable in a regression study.

The ANOVA test allows a comparison of more than two groups at the same time to

determine whether a relationship exists between them. The result of the ANOVA formula, the F statistic (also called the F-ratio), allows for the analysis of multiple groups of data to determine the variability between samples and within samples.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

Table 4.1.1: Gender of respondents

S.NO	GENDER	NO OF RESPONDENTS	PERCENTAGE
1	MALE	88	39.1%
2	FEMALE	117	60.9%
	Total	205	100%

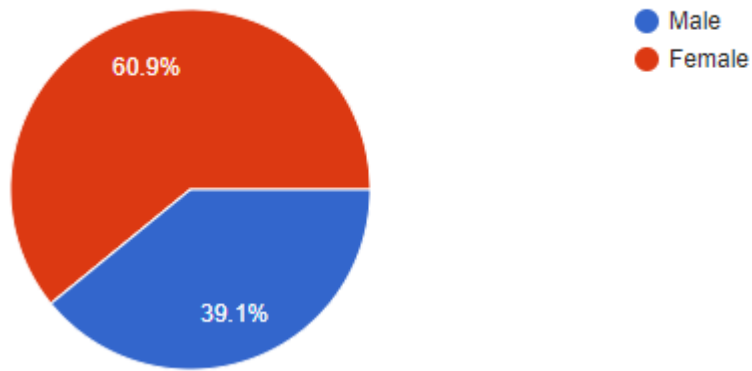


Chart 4.1.1: Gender of respondents

Interpretation

From the above table it is interpreted that 88 respondents are male with 39.1% and 117 respondents are female with 60.9%.

Inference

Majority (60.9% %) of the respondents are female.

Table 4.1.2: Age of the respondents

S.NO	AGE	NO OF RESPONDENTS	PERCENTAGE
1	18-20	36	12%
2	20-22	96	57.1%
3	22-24	40	22.6%
4	24-26	17	5.3%
5	Above 26	16	3%
	Total	205	100%

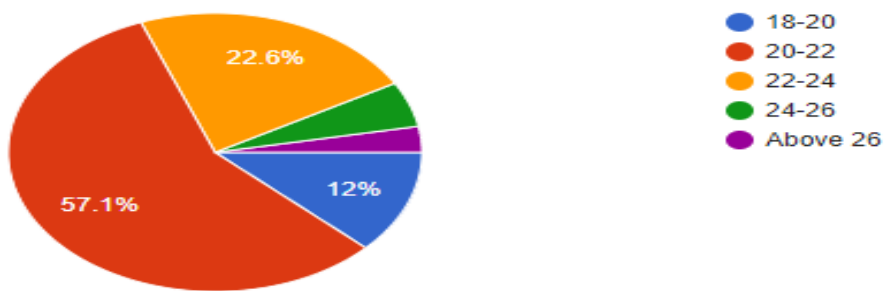


chart 4.1.2: Age of the respondents

Interpretation

From the above table it is interpreted that the number of respondents from the age of 18-20 is (12%), 20-22yrs (57.1%), 22-24yrs (22.6%), 24-26yrs (5.3%) and above 26 yrs (3%).

Inference

Majority (57.1%) of the respondents are in the age limit of 20-22.

Table 4.1.3 Name of the university from which the respondents have graduated.

S.NO	NAME OF THE UNIVERSITY	NO OF RESPONDENTS	PERCENTAGE
1	Sathyabama institute of science and technology	69	33.1%
2	Hindustan Institute of technology and science	38	17.3%
3	SRM institute of science and technology	59	30.8%
4	Vellore institute of technology- VIT chennai	39	18.8%
	TOTAL	205	100%

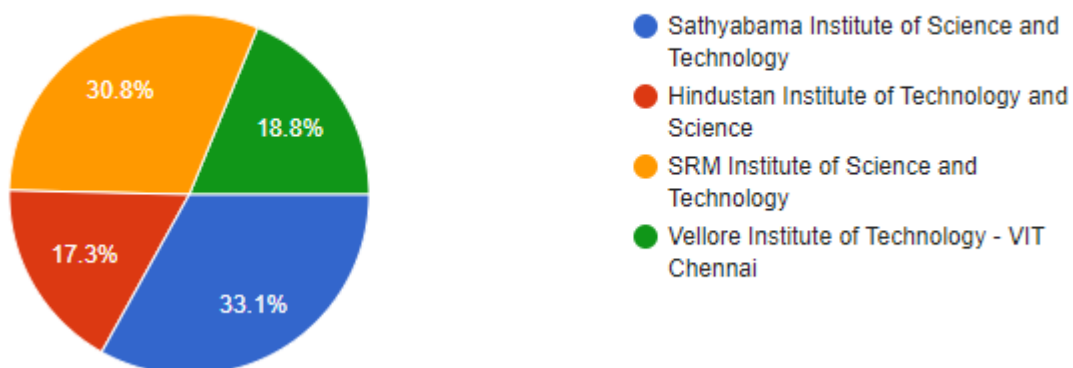


Chart 4.1.3 Name of the university from which the respondents have graduated.

Interpretation

From the above table it is interpreted that the number of respondents graduated from Sathyabama institute of science and technology is (33.1%), Hindustan Institute of technology and science (17.3%), SRM institute of science and technology (30.8%) and Vellore institute of technology- VIT chennai (18.8%)

Inference

Majority (33.1%) of the respondents are graduated in Sathyabama institute of science and technology.

Table 4.1.4 Degree of the respondents

S.NO	DEPARTMENT	NO OF RESPONDENT	PERCENTAGE
1	computer science	76	44.4%
2	chemical engineering	45	8.3%
3	Electrical engineering	32	16.5%
4	Mechanical engineering	20	7.5%
5	engineering management	14	9%
6	Aeronautical engineering	5	4.5%
7	Environmental engineering	4	3%
8	Biomedical engineering	3	2.3%
9	Industrial engineering	3	2.3%
10	Agricultural Engineering	3	2.3%
	Total	205	100%

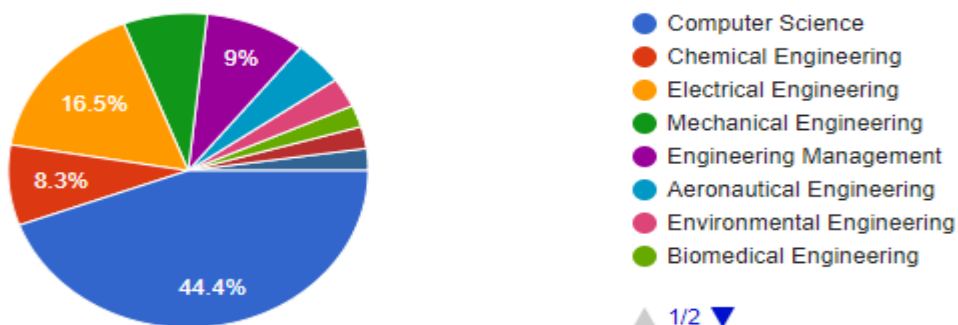


Chart 4.1.4 Degree of the respondents

Interpretation

From the above table it is interpreted that the number of respondents having a degree in computer science (44.4%), chemical engineering (8.3%), Electrical engineering (16.5%), Mechanical engineering (7.5%), engineering management (9%), Aeronautical engineering (4.5%), Environmental engineering (3%), Biomedical engineering (2.3%), Industrial

engineering (2.3%), and Agricultural Engineering (2.3%).

Inference

Majority (44.4%) of the respondents possess a degree in computer science.

Table 4.1.5 Year of completion

S.NO	YEAR OF COMPLETION	NO OF RESPONDENTS	PERCENTAGE
1	2013	1	0.8%
2	2015	2	1.5%
3	2016	5	3.8%
4	2017	12	3.8%
5	2018	16	9%
6	2018-2022	13	2.8%
7	2019	13	1.5%
8	2019-2022	19	6%
9	2020	20	15%
10	2021	44	33.1%
11	2022	21	15.8%
12	2023	7	5.3%

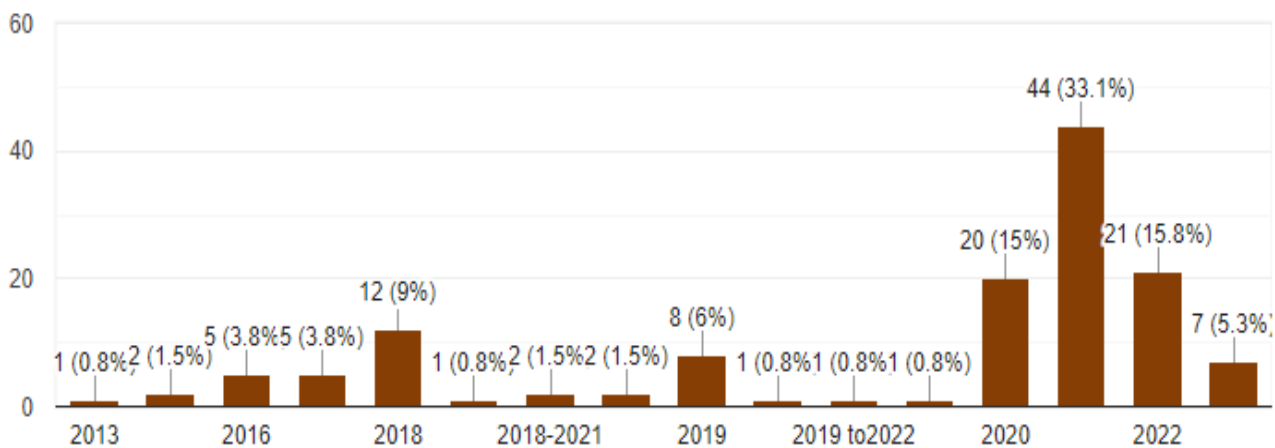


Chart 4.1.5 Year of completion

Interpretation

From the above table it is interpreted that the number of respondents in the year 2013 is 1(0.8%), in 2015 is 2(1.5%), in 2016 is 5(3.8%), in 2017 is 12(3.8%), in 2018 is 16(9%), 2018-2022 is 13(1.5%) , 2019 is 13(1.5%), in 2019-2022 is 19(6%), in 2020 is 20(15%), in

2021 is 44(33.1%), in 2022 is 21(15.8%), in 2023 is 7(5.3).

Inference

Majority (33.1%) of the respondents have completed in the year 2021.

Table 4.1.6 Services offered by the placement office

S.NO	SERVICES OFFERED	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	54	28.1%
2	Agree	73	41.4%
3	Neutral	47	23.4%
4	Disagree	19	3.9%
5	Strongly Disagree	12	3.1%
	Total	205	100%

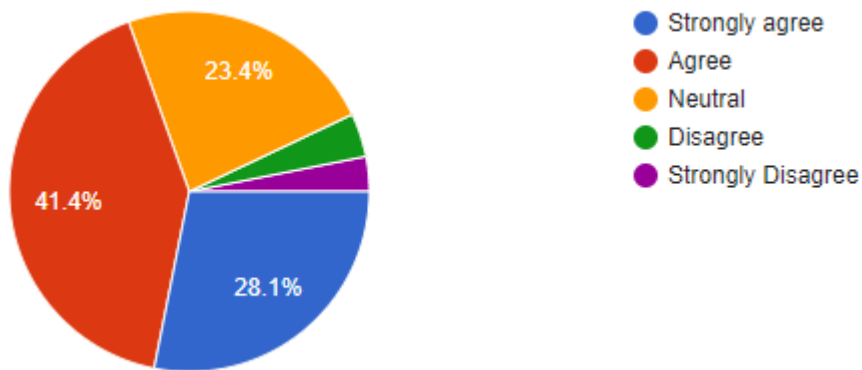


Chart 4.1.6 Services offered by the placement office

Interpretation

From the above table it is interpreted that the number of respondents who strongly agree(28.1%),agree(41.4%),netural(23.4%),disagree(3.9%),Strongly disagree(3.1%)

Inference

Majority (41.4%) of the respondents agree with the services offered by the placement office

Table 4.1.7 Placement office available and helpful during training

S.NO	Placement office available and helpful during training	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	49	25.6%
2	Agree	76	41.9%
3	Neutral	49	24%
4	Disagree	12	3.9%
5	Strongly Disagree	19	4.7%
	Total	205	100%

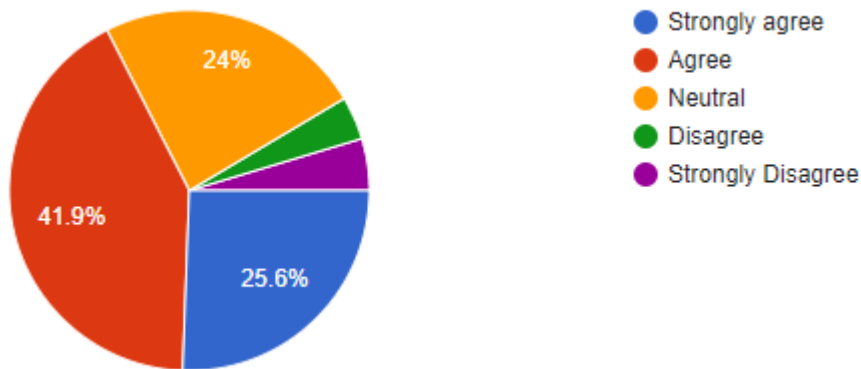


Chart 4.1.7 Placement office available and helpful during training

Interpretation

From the above table it is interpreted that the number of respondents who strongly agree(25.6%),agree(41.9%),netural(24%),disagree(3.9%),Strongly disagree(4.7%)

Inference

Majority (41.9%) of the respondents agree with the placement office available and helpful during training.

Table 4.1.8 RATE THE TRAINING PROGRAM

S.NO	RATE THE TRAINING PROGRAM	RATING	NO OF RESPONDENTS
1	Aptitude Building	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	44 56 22 4 1 2
2	Communication Skills	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	47 54 18 5 2 5
3	Leadership Skills	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	36 59 23 2 4 4
4	Personality Development	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	38 64 18 2 4 4

5	Problem Solving Skills	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	35 65 18 2 4 5
6	Logical Reasoning	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	38 56 24 2 4 5
7	Verbal Reasoning	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	34 60 25 2 5 4
8	Time Management	Strongly Agree Agree Neutral Disagree Strongly Disagree Training was not conducted	39 59 20 3 3 4
9	Organization	Strongly Agree Agree	32 60

		Neutral	25
		Disagree	3
		Strongly Disagree	4
		Training was not conducted	4
10	Presentation And Public Speaking	Strongly Agree	37
		Agree	54
		Neutral	27
		Disagree	1
		Strongly Disagree	4
		Training was not conducted	5
11	Writing	Strongly Agree	34
		Agree	56
		Neutral	26
		Disagree	4
		Strongly Disagree	3
		Training was not conducted	5
12	Research And Critical Thinking	Strongly Agree	35
		Agree	59
		Neutral	25
		Disagree	0
		Strongly Disagree	6
		Training was not conducted	5
13	Stress Management	Strongly Agree	32
		Agree	60
		Neutral	23
		Disagree	3

		Strongly Disagree	5
		Training was not conducted	5
14	Strategic Thinking	Strongly Agree	35
		Agree	58
		Neutral	25
		Disagree	0
		Strongly Disagree	5
		Training was not conducted	4

Rate the training programs conducted by your institution

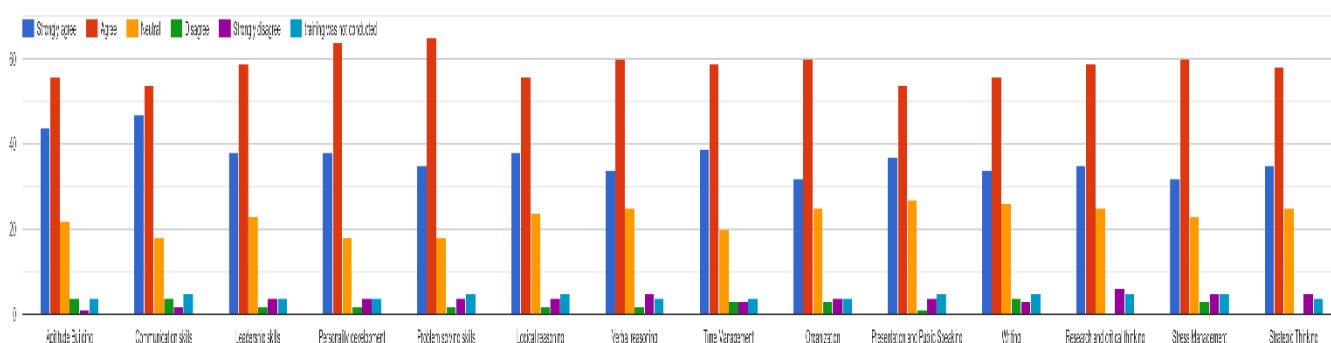


Chart 4.1.8 RATE THE TRAINING PROGRAM

Interpretation

From the above table it is interpreted that the number of respondents for Aptitude building is strongly agree(44), agree(56), neutral(22), disagree(4), strongly disagree(1), training was not conducted(4), Communication skills is is strongly agree(47), agree(54), neutral(18), disagree(5), strongly disagree(2), training was not conducted(5). Leadership skills is strongly agree(36), agree(69), neutral(23), disagree(2), strongly disagree(4), training was not conducted(4). Personality development strongly agree(38), agree(64), neutral(18), disagree(2), strongly disagree(4), training was not conducted(4). Problem solving skills strongly agree(35), agree(65), neutral(18), disagree(2), strongly disagree(4), training was not conducted(5). Logical reasoning strongly agree(38), agree(56), neutral(24), disagree(2), strongly disagree(4), training was not conducted(5). Verbal reasoning strongly agree(34), agree(60), neutral(25), disagree(2), strongly disagree(5), training was not conducted(4). Time management strongly agree(39), agree(59), neutral(20), disagree(3), strongly disagree(3), training was not conducted(4).

Inference

Majority (45%) of the respondents agree with communication skills, problem solving skills and time management.

Table 4.1.9 Post placement training skills

S.NO	POST PLACEMENT TRAINING SKILLS	RATING	NO OF RESPONDENTS
1	Communication skills	Strongly agree Agree Neutral Disagree Strongly disagree	49 55 19 2 1
2	Leadership skills	Strongly agree Agree Neutral Disagree Strongly disagree	44 16 17 3 2
3	Problem solving skills	Strongly agree Agree Neutral Disagree Strongly disagree	46 56 23 3 1
4	Time management	Strongly agree Agree Neutral Disagree Strongly disagree	39 62 29 2 1
5	Written skills	Strongly agree Agree Neutral Disagree Strongly disagree	40 60 20 4 3

6	Critical thinking	Strongly agree Agree Neutral Disagree Strongly disagree	43 45 29 5 2
7	Strategic thinking	Strongly agree Agree Neutral Disagree Strongly disagree	44 48 28 4 3
8	Decision making	Strongly agree Agree Neutral Disagree Strongly disagree	44 52 28 4 3
9	Creative writling	Strongly agree Agree Neutral Disagree Strongly disagree	49 50 21 5 4

What are the skills you were able to improve post placement training classes.

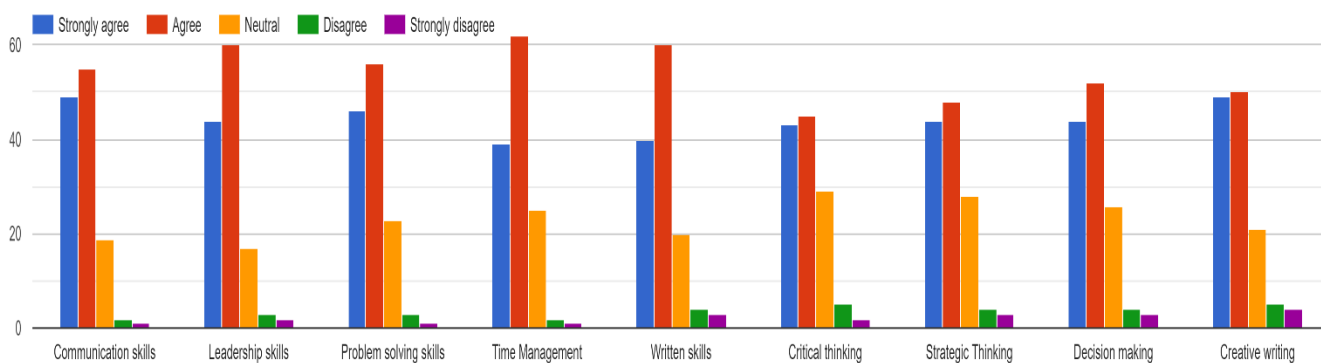


Chart 4.1.9 Post placement training skills

Interpretation

From the above table it is interpreted that the number of respondents in communication skills strongly agree(49), agree(55), neutral(19), disagree(2), strongly disagree(1).Leadership skills strongly agree(44), agree(60), neutral(17), disagree(3), strongly disagree(2).Time management strongly agree(39), agree(62), neutral(29), disagree(2), strongly disagree(1). Written skills strongly agree(40), agree(60), neutral(20), disagree(4), strongly disagree(3).Critical thinking strongly agree(43), agree(45), neutral(29), disagree(5), strongly disagree(2). Strategic thinking strongly agree(44), agree(48), neutral(28), disagree(4), strongly disagree(3).Decision making strongly agree(44), agree(52), neutral(28), disagree(4), strongly disagree(4).Creative writing strongly agree(49), agree(50), neutral(21), disagree(3), strongly disagree(6),

Inference

Majority (55) of the respondents Leadership skills,Critical thinking and Creative thinking.

Table 4.1.10 Was the placement office available and helpful during off campus interview

S.NO	Placement office available and helpful during off campus interview	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	40	22.2%
2	Agree	76	37.3%
3	Neutral	45	28.6%
4	Disagree	19	5.6%
5	Strongly Disagree	25	6.3%
	Total	205	100%

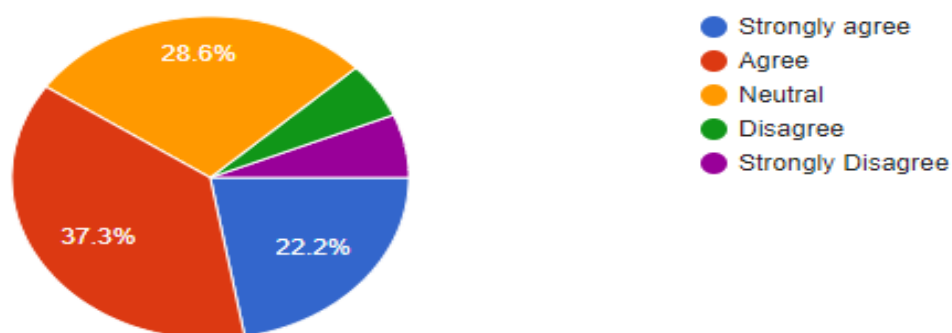


Chart 4.1.10 Was the placement office available and helpful during off campus interview

Interpretation

From the above table it is interpreted that the number of respondents who strongly agree(22.2%),agree(37.3%),netural(28.6%),disagree(5.6%),Strongly disagree(6.3%)

Inference

Majority (37.3%) of the respondents agree with the placement office available and helpful during off campus interview.

Table 4.1.11 Improving my skills to apply for a job.

S.NO	Improving my skills to apply for a job.	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	46	25.2%
2	Agree	84	46.5%
3	Netural	42	22.8%
4	Disagree	12	1.6%
5	Strongly disagree	21	3.9%
	Total	205	100%

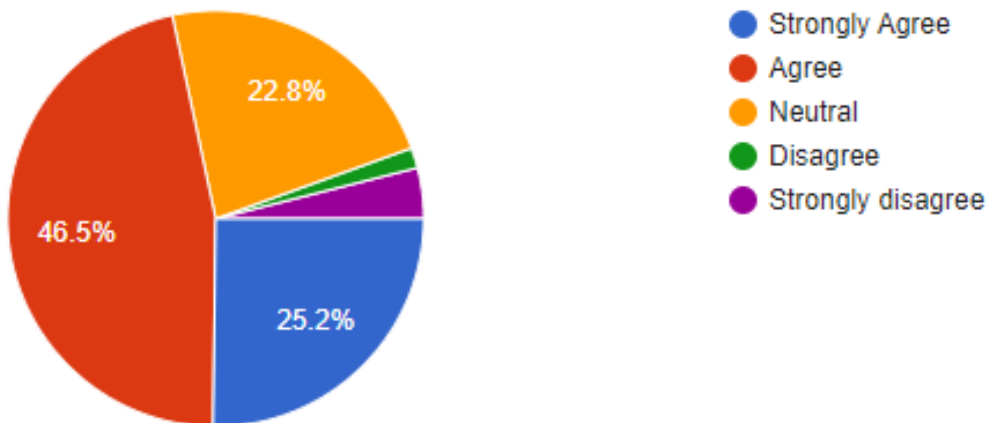


Chart 4.1.11 Improving my skills to apply for a job.

Interpretation

From the above table it is interpreted that the number of respondents who strongly agree(25.2%),agree(46.5%),netural(22.8%),disagree(1.6%),Strongly disagree(3.9%) .

Inference

Majority (46.5%) of the respondents agree that improving my skills to apply for a job.

Table 4.1.12 Were the services provided by the placement office supportive in building your career

S.NO	WERE SERVICES PROVIDED BY PLACEMENT OFFICE SUPPORTIVE	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	47	25.4%
2	Agree	80	43.7%
3	Netural	37	19%
4	Disagree	29	9.5%
5	Strongly disagree	12	2.4%
	Total	106	100%

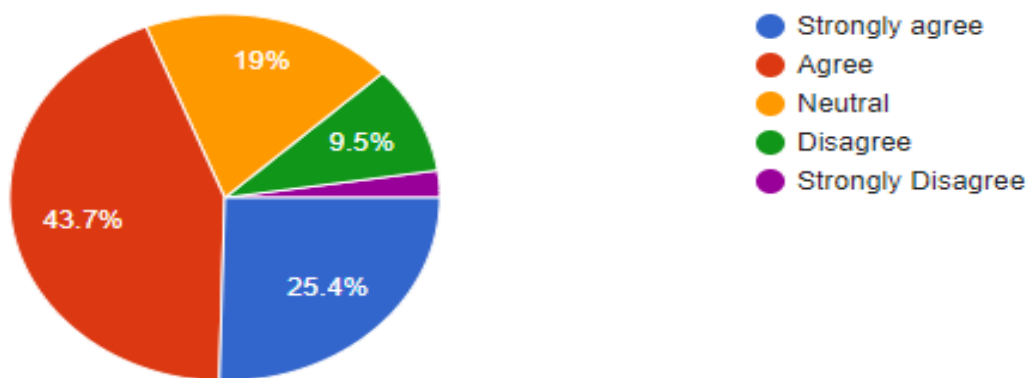


Chart 4.1.12 Were the services provided by the placement office supportive in building your career

Interpretation

From the above table it is interpreted that the number of respondents who strongly agree(25.4%),agree(43.7%),netural(19%),disagree(9.5%),Strongly disagree(2.4%) .

Inference

Majority (43.7%) of the respondents agree that the services provided by the placement office supportive in building your career.

Table 4.1.13 Was Placement training helpful to make the right decision about my career

S.NO	WAS PLACEMENT TRAINING HELPFUL TO MAKE RIGHT DECISION ABOUT CAREER	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	36	28.6%
2	Agree	48	38.1%
3	Neutral	33	26.2%
4	Disagree	5	4%
5	Strongly disagree	4	3.2%
	Total	106	100%

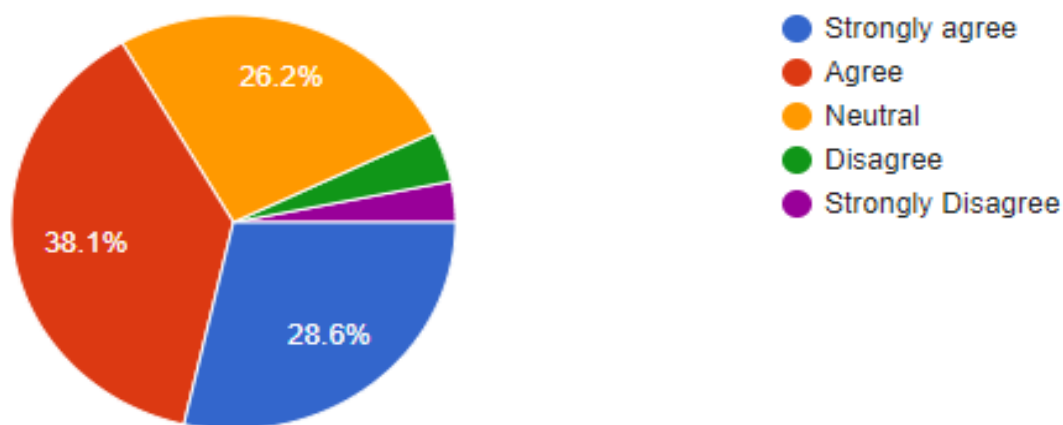


Chart 4.1.13 Was Placement training helpful to make the right decision about my career

Interpretation

From the above table it is interpreted that the number of respondents in Strongly agree(28.6%), Agree(38.1%), Neutral(26.2%), Disagree(4%), Strongly disagree(3.2%).

Inference

Majority (38.1%) of the respondents agree that the placement training was helpful to make the right decision about their career.

Table 4.1.14 Found current employment

S.NO	FOUND CURRENT EMPLOYMENT	NO OF RESPONDENTS	PERCENTAGE
1	On my own	76	37.4%
2	Through the college placement	89	48%
3	Reference from family and friends	40	14.6%
	Total	205	100%

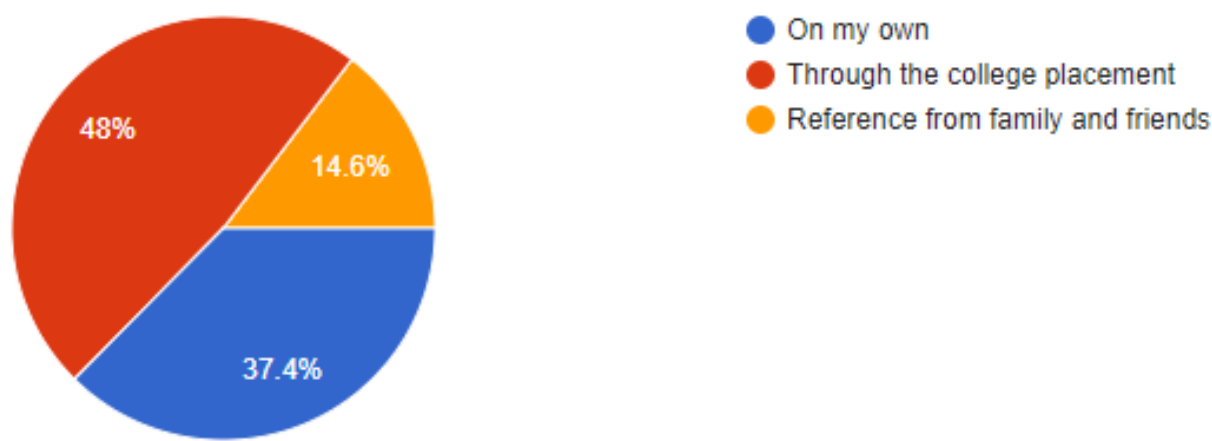


Chart 4.1.14 Found current employment

Interpretation

From the above table it is interpreted that the number of respondents in on my own(37.4%), through the college placement(48%), reference from family and friends(14.6%)

Inference

Majority (48%) of the respondents found current employment through the college placement..

Table 4.1.15 Present Company your working for

S.NO	PRESENT COMPANY YOUR WORKING FOR	NO OF RESPONDENTS	PERCENTAGE
1	Accenture	4	2%
2	Capegemini	4	2%
3	HCL	4	2%
4	Infosys	13	6.1%
5	NTT	4	2%
6	Sathya	9	4.1%
7	Star Health and Insurance	4	2%
8	Sutherland	4	2%
9	TCS	13	6.1%
10	Tata Motors	4	2%
11	Teps	4	2%
12	Tibco	4	2%
13	Vibro	4	2%
14	Wipro	30	14.3%
15	Zoho	10	4.4%
16	-(not applicable)	90	45%
	Total	205	100%

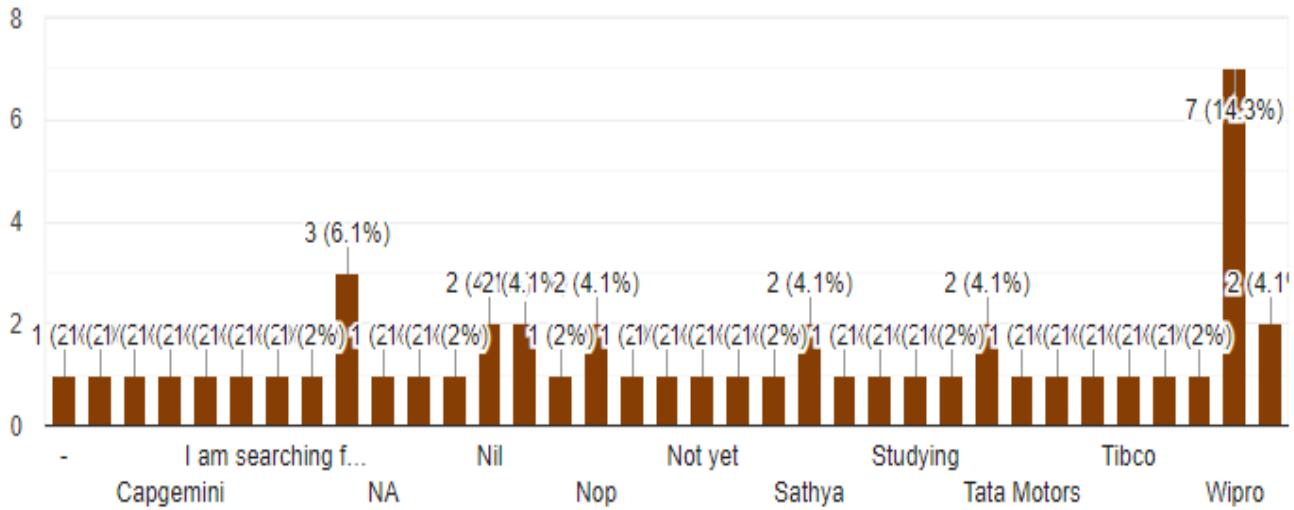


Chart 4.1.15 Present Company your working for

Interpretation

From the above table it is interpreted that the number of respondents in Accenture (2%), Capegemini(2%), HCL(2%),Infosys(6.1%), NTT(2%), Sathya(6.1%), Star Health and Insurance(2%), Sutherland(2%), TCS(6.1%), Tata Motors(2%), Teps(2%), Tibco(2%), Vibro(2%), Wipro(14.3%) Zoho(4.4%), -(not applicable)(45%)

Inference

Majority (45%) of the respondents are not applicable.

Table 4.1.16 Secured my present job

S.NO	SECURED MY PRESENT JOB	NO OF RESPONDENTS	PERCENTAGE
1	Before graduation	64	37.6%
2	1 month after graduation	47	24.8%
3	3 months after graduation	27	14.5%
4	6 months after graduation	22	10.3%
5	9 months after graduation	14	3.4%
6	1 year after graduation	17	6%
7	More than 1 year after graduation	14	3.4%
	Total	205	100%



Chart 4.1.16 Secured my present job

Interpretation

From the above table it is interpreted that the number of respondents in before graduation(37.6%), 1 month after graduation(24.8%), 3 months after graduation(14.5%), 6 months after graduation(10.3%), 9 months after graduation(3.4%), 1 year after graduation(6%), more than 1 year after graduation(3.4%).

Inference

Majority (37.6%) of the respondents have secured the job before graduation.

Table 4.1.17 Job seeking skills improved after attending placement training

S.NO	JOB SEEKING SKILLS IMPROVED AFTER ATTENDING PLACEMENT TRAINING	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	49	23.6%
2	Agree	74	43.9%
3	Neutral	52	26%
4	Disagree	15	3.3%
5	Strongly disagree	15	3.3%
	Total	205	100%

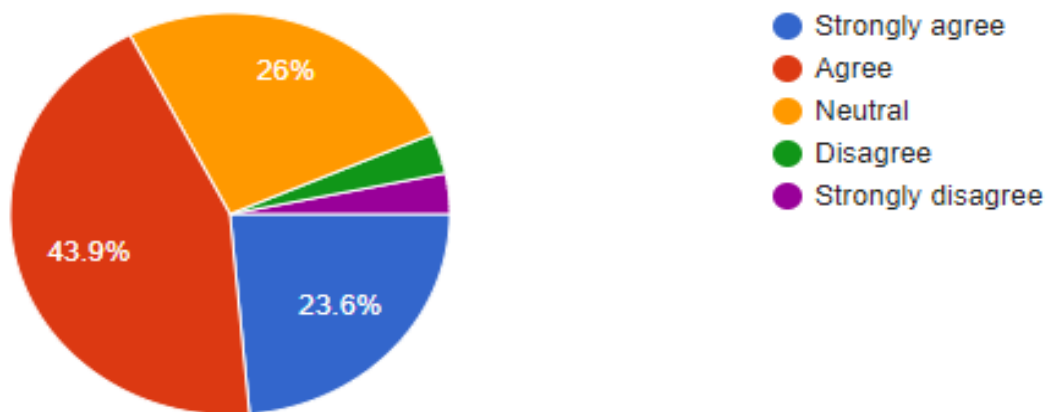


Chart 4.1.17 Job seeking skills improved after attending placement training

Interpretation

From the above table it is interpreted that the number of respondents Strongly agree(23.6%), Agree(43.9%), Neutral(26%), Disagree(3.3%), Strongly disagree(3.3%).

Inference

Majority (43.9%) of the respondents agree that their job seeking skills were improved after attending placement training.

Table 4.1.18 Were opportunity given to apply and develop your skills and knowledge

S.NO	WERE OPPORTUNITY GIVEN TO APPLY AND DEVELOP YOUR SKILLS AND KNOWLEDGE	NO OF RESPONDENTS	PERCENTAGE
1	Agree	137	77.4%
2	Disagree	68	22.6%
	Total	205	100%

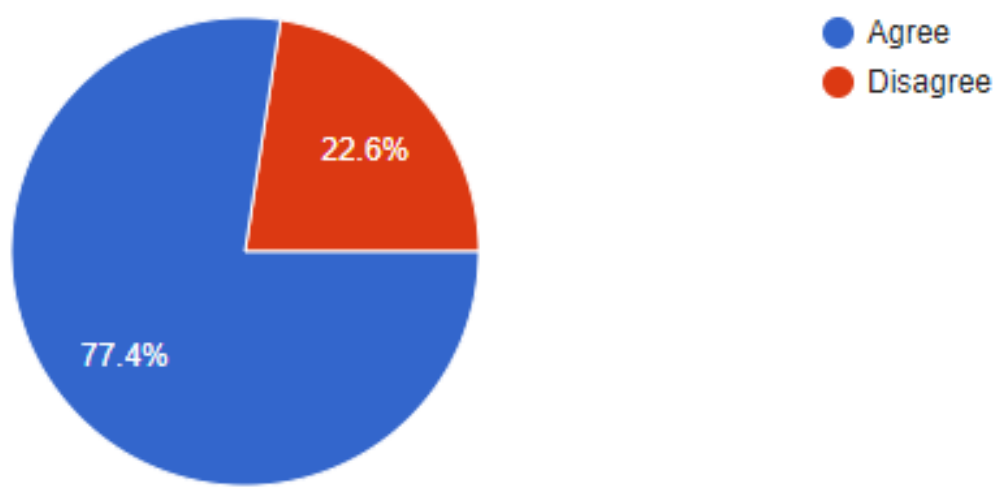


Chart 4.1.18 Were opportunity given to apply and develop your skills and knowledge

Interpretation

From the above table it is interpreted that the number of respondents Agree(77.4%), Disagree(22.6%)

Inference

Majority (77.4%) of the respondents agree that the opportunity was given to apply and develop their skills and knowledge.

Table 4.1.19 Job interview preparation offered by the placement training was of great value

S.NO	JOB INTERVIEW PREPARATION OFFERED BY PLACEMENT WERE GREAT	NO OF RESPONDENTS	PERCENTAGE
1	Strongly disagree	43	18.7%
2	Disagree	25	12.2%
3	Neutral	62	33.3%
4	Agree	51	24.4%
5	Strongly Agree	24	11.4%
	Total	205	100%

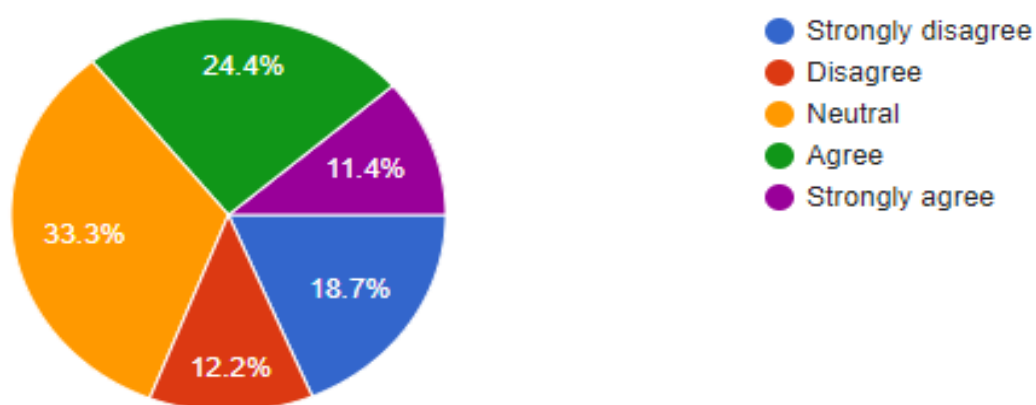


Chart 4.1.19 Job interview preparation offered by the placement training was of great value

Interpretation

From the above table it is interpreted that the number of respondents strongly disagree(18.7%), disagree(12.2%), neutral(33.3%), agree(24.4%),strongly agree(11.4%)

Inference

Majority (33.3%) of the respondents are neutral that the job interview preparation offered by the placement training were of great value.

Table 4.1.20 Were the job search tips given by placement helpful

S.NO	WERE THE JOB SEARCH TIPS GIVEN BY PLACEMENT HELPFUL	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	51	24.2%
2	Agree	60	32.3%
3	Neutral	60	32.3%
4	Disagree	19	7.3%
5	Strongly disagree	15	4%
	Total	205	100%

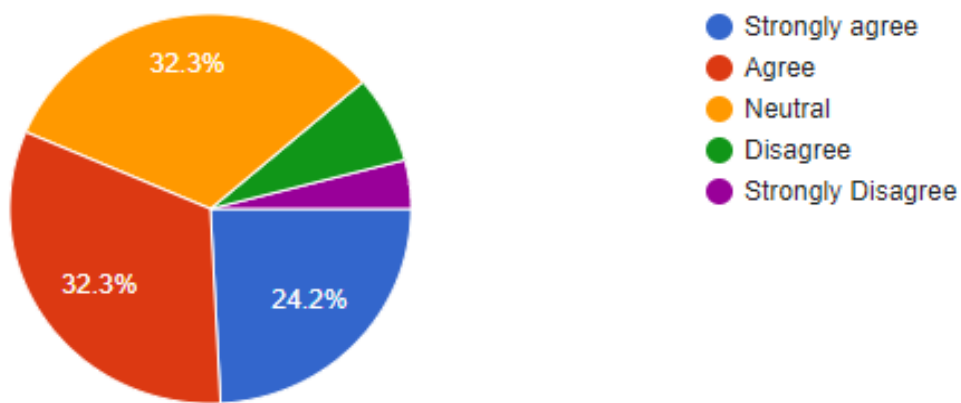


Chart 4.1.20 Were the job search tips given by placement helpful

Interpretation

From the above table it is interpreted that the number of respondents strongly agree(24.2%), agree(32.3%), neutral(32.3%), disagree(7.3%),strongly disagree(4%)

Inference

Majority (32.3%) of the respondents agree and are neutral that the job search tips given by placement were helpful.

Table 4.1.21 Were the interviews scheduled by institutions effective

S.NO	WERE THE INTERVIEWS SCHEDULED BY INSTITUTIONS EFFECTIVE	NO OF RESPONDENTS	PERCENTAGE
1	Strongly disagree	37	14.6%
2	Disagree	22	9.8%
3	Neutral	62	34.1%
4	Agree	54	27.6%
5	Strongly Agree	30	13.8%
	Total	205	100%

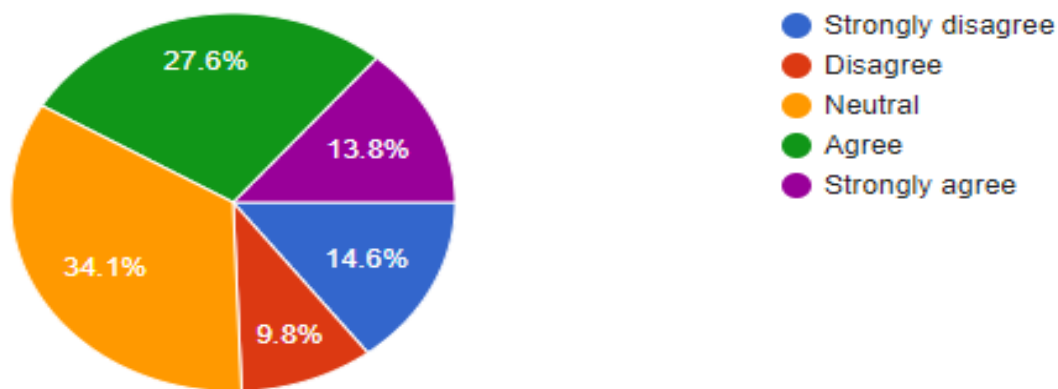


Chart 4.1.21 Were the interviews scheduled by institutions effective

Interpretation

From the above table it is interpreted that the number of respondents strongly disagree(14.6%), disagree(9.8%), neutral(34.1%), agree(27.6%),strongly agree(13.8%)

Inference

Majority (34.1%) of the respondents are neutral that the interviews scheduled by institutions were effective.

Table 4.1.22 Do you agree that you get placement opportunities in the companies of our own domain

S.NO	PLACEMENT OPPORTUNITIES OF YOUR OWN DOMAIN	NO OF RESPONDENTS	PERCENTAGE
1	Strongly disagree	31	17.2%
2	Disagree	21	9%
3	Neutral	64	31.1%
4	Agree	66	32%
5	Strongly Agree	23	10.7%
	Total	205	100%

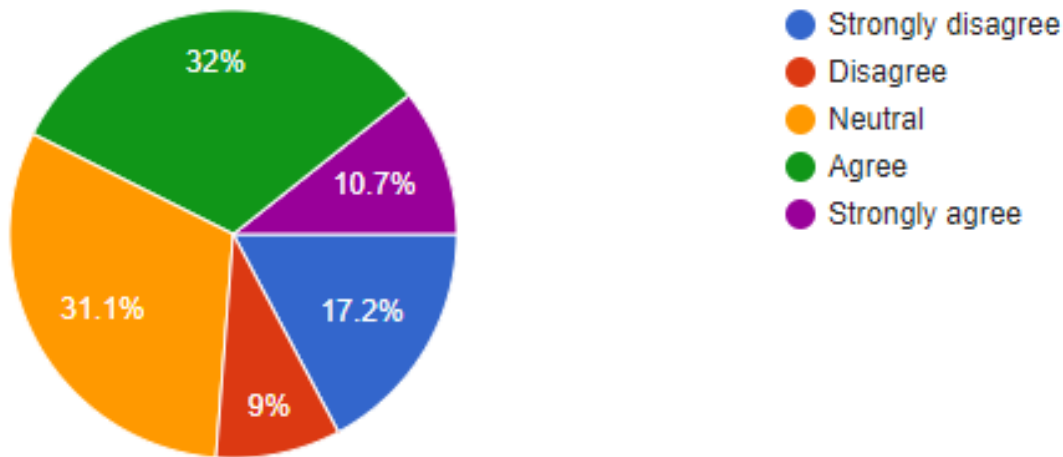


Chart 4.1.22 Placement opportunities in the companies of your own domain

Interpretation

From the above table it is interpreted that the number of respondents strongly disagree(17.2%), disagree(9%), neutral(31.1%), agree(32%),strongly agree(10.7%)

Inference

Majority (32%) of the respondents have agreed that they got placement opportunities in the companies of their own domain.

Table 4.1.23 Job I secured through the placement was the right choice for me

S.NO	JOB SECURED RIGHT CHOICE OR NOT	NO OF RESPONDENTS	PERCENTAGE
1	Agree	139	78.9%
2	Disagree	66	21.1%
	Total	205	100%

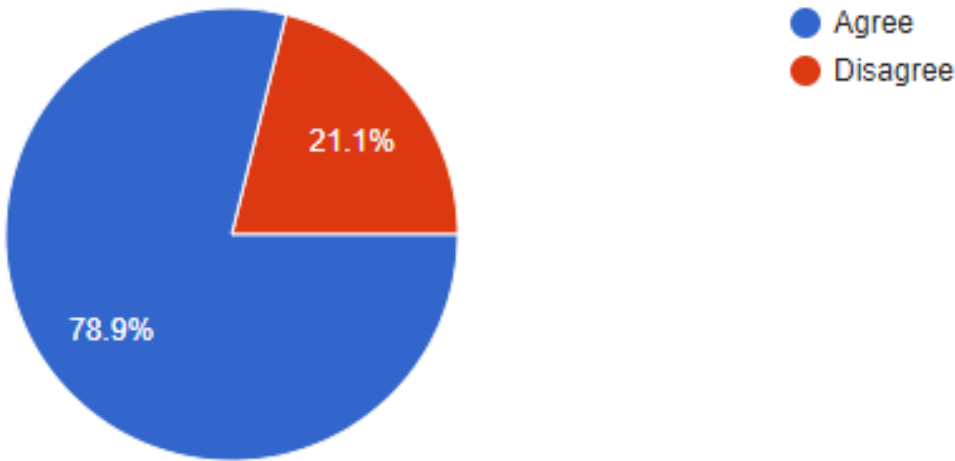


Chart 4.1.23 Job I secured through the placement was the right choice for me

Interpretation

From the above table it is interpreted that the number of respondents agree (78.9%), disagree (21.1%) .

Inference

Majority (78.9%) of the respondents have agreed that they have secured the job through the placement .

4.2 CHI-SQUARE ANALYSIS

Table:4.2.1 GENDER AND LEADERSHIP SKILL DIFFERENTIATION

Null hypothesis(H0): There is no significant difference in gender and leadership skill.
Alternate hypothesis(H2): There is significant difference in gender and leadership skill.

Current employment * Leadership skills Crosstabulation											
Count											
		Leadershipskills									Total
			Agree	Agree, Strongly disagree	Disagree	Neutral	Neutral, training was not conducted	Strongly agree	Strongly disagree	training was not conducted	
Current employment		1	0	0	0	0	0	0	0	0	1
	On my own	16	28	21	1	19	15	18	18	10	155
	Through placement	0	13	0	11	6	2	14	1	0	49
Total		17	41	21	22	25	17	32	20	10	205

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.077 ^a	16	.112
Likelihood Ratio	18.318	16	.306
N of Valid Cases	205		
a. 21 cells (77.8%) have expected count less than 5. The minimum expected count is .01.			

INFERENCE:

Since p value(0.001)<0.05 at 5% significant level, so alternate hypothesis (H2) is accepted. Hence it is concluded that there is significant difference in gender and leadership skill.

Table:4.2.2 PASSED OUT BATCH DIFFERENTIATION

Null hypothesis(H0): There is no significant difference in passed out batch.
Alternate hypothesis(H2): There is significant difference in passed out batch.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Which year passed out batch	97	1999.86	204.664	20.781

One-Sample Test							
	Test Value = 0						
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Which year passed out batch	96.237	96	<.001	<.001	1999.856	1958.61	2041.10

One-Sample Effect Sizes					
		Standardi zer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Which year passed out batch	Cohen's d	204.664	9.771	8.376	11.164
	Hedges' correction	206.281	9.695	8.310	11.076
a. The denominator used in estimating the effect sizes. Cohen's d uses the sample standard deviation. Hedges' correction uses the sample standard deviation, plus a correction factor.					

INFERENCE:

Since $p \text{ value}(0.01) < 0.05$ at 5% significant level, so alternate hypothesis (H_2) is accepted.

Hence it is concluded that there is significant difference in passed out batch.

CHAPTER-5

FINDINGS, SUGGESTIONS and CONCLUSION

5.1 FINDINGS

- Majority (50 %) of the respondents are age between below 25 years.
- Majority (57.1%) of the respondents are in the age limit of 20-22.
- Majority (33.1%) of the respondents are graduated in Sathyabama institute of science and technology.
- Majority (44.4%) of the respondents possess a degree in computer science.
- Majority (33.1%) of the respondents have completed in the year 2021.
- Majority (41.4%) of the respondents agree with the services offered by the placement office
- Majority (41.9%) of the respondents agree with the placement office available and helpful during training
- Majority (45%) of the respondents agree with communication skills,problem solving skills and time management.
- Majority (55) of the respondents Leadership skills,Critical thinking and Creative thinking.
- Majority (37.3%) of the respondents agree with the placement office available and helpful during off campus interview
- Majority (46.5%) of the respondents agree that improving my skills to apply for a job.
- Majority (43.7%) of the respondents agree that the services provided by the placement office are supportive in building your career.
- Majority (38.1%) of the respondents agree that the placement training was helpful to make the right decision about their career.
- Majority (48%) of the respondents found current employment through college placement..
- Majority (45%) of the respondents are not applicable.
- Majority (37.6%) of the respondents have secured the job before graduation.
- Majority (43.9%) of the respondents agree that their job seeking skills were improved after attending placement training.
- Majority (77.4%) of the respondents agree that the opportunity was given to apply and develop their skills and knowledge.

- Majority (33.3%) of the respondents are neutral that the job interview preparation offered by the placement training were of great value.
- Majority (32.3%) of the respondents agree and are neutral that the job search tips given by placement were helpful.
- Majority (34.1%) of the respondents are neutral that the interviews scheduled by institutions were effective.
- Majority (32%) of the respondents have agreed that they got placement opportunities in the companies of their own domain.
- Majority (78.9%) of the respondents have agreed that they have secured the job through the placement .

5.2 SUGGESTIONS

- It is suggested that universities should make arrangements for routine, energizing scheduled and should also be made compulsory for all class of students. This will also help the students to remain fresh & healthy at their work place.
- Training performed through online tests that include the question papers of the company.
- For monitoring students' progress, excellent reporting module is required.
- The assessment of communication skills through video profile.
- A special career portal on which campus interview tips are written by industrial experts.
- Online tests and questions uploading along with conduction of mock tests.
- Write maximum number of words in a day for the improvement of vocabulary.

5.3 LIMITATION OF THE STUDY

- While collection of the data students were unwilling to fill the questionnaire. Respondents were having a feeling of waste of time for them.
- Some respondents might have not answered the questions correctly because of the busy schedule. They tend to hurry up the survey, which inhibits proper collection of data.
- The respondents were not serious about the study and their response towards the

research questionnaire was based on their psychological behavior.

5.4 CONCLUSION

The institution of higher learning was perceived to be effective if it was providing service based on what its constituency deemed necessary and desirable. For many years colleges and universities performed their major and traditional roles in the discovery, transmission, and preservation of knowledge. Now the focus of colleges and universities has shifted from a traditional role toward assessment of measurable outcomes that includes Job placement, job satisfaction, and financial remuneration.

Higher education institutions are currently using these assessments of outcomes that include job placement, job satisfaction, and financial remuneration to justify effectiveness of their programs. Career preparation, career satisfaction, and career advancement are now perceived as critically important variables for measuring higher-education program effectiveness giving for the students.

REFERENCES

- 1) Beard, A.J. (1995), "Problems of practical placements", *Librarian Career Development*, Vol. 3 No. 3, pp. 10-14.
- 2) Berg, S.A., Hoffmann, K. and Dawson, D. (2009), "Integrating research into LIS field experiences in academic libraries", *The Journal of Academic Librarianship*, Vol. 35 No. 6, pp. 591-8.
- 3) Colyer, S. and Howell, J. (2002), "Beyond the shoe-box: developing an e-portfolio for leisure sciences students", *Proceedings of the 11th Annual Teaching Learning Forum*, Edith Cowan University, Perth, 5-6 February 2002, available at: <http://lsn.curtin.edu.au/tlf/tlf2002/abstracts/colyer-abs.html>
- 4) Cuban, S. and Hayes, E. (2001), "Perspectives of five library and information studies. Students involved in service learning at a community-based literacy program", *Journal of Education for Library and Information Science*, Vol. 42 No. 2, pp. 86-95.
- 5) Damasco, T. and McGurr, M.J. (2008), "A survey of cataloger perspectives on practicum experiences", *Cataloging & Classification Quarterly*, Vol. 45 No. 4, pp. 43-64.
- 6) DiBiase, D. (2002), *Using e-Portfolios at Penn State to Enhance Student Learning: Status, Prospects and Strategies*, E-Education Institute, Pennsylvania State University, available at: www.e-education.psu.edu/files/e-port_report.pdf (accessed 28 March 2010).
- 7) Doessel, N., Hannan, K. and Finegan, A. (2009), "New graduates and the new economy: how to find work in challenging times", *Incite*, Vol. 30 No. 6, pp. 13-14.
- 8) Doig, B., Illsley, B., McLuckie, J. and Parsons, R. (2006), *Using Portfolios to Enhance Reflective Learning and Development*, available at: www.personal.psu.edu/lda121/blogs/loisaimesbolg/Article_UsingEPortfoliosToEnhanceReflection.pdf (accessed 28 March 2010).
- 9) Espelt, C., Juznic, P. and Van Der Molden, G. (2005), "Practice and theory: placement as part of the curriculum", in Kajberg, V. and Lørring, L. (Eds), *European Curriculum Reflections on Library and Information Science Education*, The Royal School of Library and Information Science, pp. 199-215, available at: <http://www.rsl.dk/curriculum/curriculum.htm>

QUESTIONNAIRE :

Age

- ☐ 18-20
- ☐ 20-22
- ☐ 22-24
- ☐ 24-26
- ☐ Above 26

Name of the University *

- ☐ Sathyabama Institute of Science and Technology
- ☐ Hindustan Institute of Technology and Science
- ☐ SRM Institute of Science and Technology
- ☐ Vellore Institute of Technology - VIT Chennai

Degree

- ☐ Computer Science
- ☐ Chemical Engineering
- ☐ Electrical Engineering
- ☐ Mechanical Engineering
- ☐ Engineering Management

- ☐ Environmental Engineering
- ☐ Biomedical Engineering Industrial
- ☐ Engineering Agricultural
- ☐ Engineering

Which year passed out batch? *

.....

Short answer text

Were you informed about the services offered by the placement office in my college before my final year

- ☐
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

The Placement office personnel were always available and helpful during placement training .

- ☐
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Rate the training programs conducted by your institution

	Strongly agr...	Agree	Neutral	Disagree	Strongly dis...	training was...
Apititude Bu...	☐	☐	☐	☐	☐	☐
Communica...	☐	☐	☐	☐	☐	☐
Leadership ...	☐	☐	☐	☐	☐	☐
Personality ...	☐	☐	☐	☐	☐	☐
Problem sol...	☐	☐	☐	☐	☐	☐
Logical reas...	☐	☐	☐	☐	☐	☐
Verbal reaso...	☐	☐	☐	☐	☐	☐
Time Manag...	☐	☐	☐	☐	☐	☐
Organization	☐	☐	☐	☐	☐	☐
Presentatio...	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐
Research an...	☐	☐	☐	☐	☐	☐
Stress Mana...	☐	☐	☐	☐	☐	☐
Strategic Th...	☐	☐	☐	☐	☐	☐

What are the skills you were able to improve post placement training classes.

	Strongly agree	Agree	Neutral	Disagree	Strongly disag...
Communicatio...	☐	☐	☐	☐	☐

Problem solvin...

☐☐☐☐☐☐☐☐☐☐

Time Manage...

☐☐☐☐☐

Written skills

☐☐☐☐☐☐☐☐☐☐

Critical thinking

☐☐☐☐☐☐☐☐☐☐

Student Think

The Placement office personnel were always available and helpful during off campus interview .

☐☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Placement training was very useful in improving my skills to apply for job.

☐☐

Agree

☐

Neutral

☐

Disagree

The Placement office personnel services offered by the college placement office cell were of great value and supportive in building my career.

☐

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Placement training offered by the institution helped me make the right decision about my

☐

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

I found my current employment

☐

☐ Through the college placement

☐ Reference from family and friends

Name the present company your working for. If not applicable write the reason.

I secured my present job

- ☐ Before graduation
- ☐ 1 month after graduation
- ☐ 3 months after graduation
- ☐ 6 months after graduation
- ☐ 9 months after graduation
- ☐ 1 year after graduation
- ☐ More than 1 year after graduation

My job seeking skills improved after attending placement training in my college.

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

Had opportunity to apply and develop your knowledge and skills to the specific area of practice

- ☐ Agree
- ☐ Disagree



☒ Strongly disagree

☐

☐ Neutral

☐

Agree

☐

Strongly agree

The job search tips offered by the placement training were very helpful

☐

☐ Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

The job interviews on campus that were arranged by the institution were effectively scheduled

☐

☐ Disagree

☐

Neutral

☐

Agree

☐

Strongly agree

Do you agree that you get placement opportunities in the companies of our own domain





Disagree



Agree



Strongly agree

The job i secured through the placement was the right choice for me



Disagree

Any Suggestions to improve about the placement training given by your institution

Long answer text

