

Developing a Model for Training and Placement Cell in Private Technical and Management Institutions

Gomatesh M. Ravanavar

Professor and Dean (Academic,) Bahubali College of Engineering, Shravanbelgola, gomatesh@gmail.com

Shamala S. Angadi

Research Scholar at Rani channamma University Belagavi,
shamalakind@gmail.com

Abstract

Training and placement cell in an institute assist their students for the campus placements. It also undertakes the responsibility of giving the necessary training to the students to enhance their employability skills. Students are encouraged to take campus interview in the fields they desire. Training and placement cell also provides necessary guidance on higher education and entrepreneurship especially in the technical and management institutions. The functioning of different training and placement cells in the different technical and management institutions have been studied and to enhance the employability of their students a model is proposed. The study was descriptive and explorative in nature and the data was collected through survey method by using set of structured questionnaire. Thirty-six private technical and management institutions in Karnataka were visited to collect the data after conducting the pilot survey. Collected data was processed and it was analyzed using statistical t - test. Finally, a model for the training and placement cells to function effectively and efficiently in a technical and management institution was proposed.

Key words : Training and placement cell, Technical and Management institution, Employability skill, Graduate attributes.

Introduction

Training is a systematic programme to increase the knowledge, skills, abilities and aptitudes of employees to perform specific jobs. Training is concerned with increasing the knowledge and understanding of the total environment (K. Aswatappa, 2006)

Placement is a process of assigning a specific job to each of the selected candidates. It involves assigning a specific rank and responsibility to an individual. It implies matching the requirements of a job with the qualifications of the candidate. The significances of placement improve employee morale, helps in reducing employee turnover and helps in reducing absenteeism.

The major objective of placement is to identify the talented and qualified professionals before they complete their education. This process reduces the time for an industry to pick the candidates according to their need. It is a cumbersome activity and hence majority of the companies find it difficult to trace the right talent.

Training and Placement Cell (TPC) has an important role to play in student's future and an indispensable pillar of the Institute. This department continuously strives to help students in pursuing their career goals by acquiring employment skills and ultimately to attain desired employment. This is accomplished through building a strong partnership amongst students, alumni, faculty members, trainers and industries.

Literature review

In his paper B. Sripala (2011) explains training is important for students to enhance their skills and to achieve good placement in various Industries. Training of students and equipping them with life skills has become an important responsibility of the Institutions. Along with technical expertise, development of a holistic personality is also necessary.

In most of the technical and management institutions, the placement cell, apart from providing information regarding higher education in India and abroad, job opportunities available in the market through its notice board, emails and sms, they also extend their services by offering various trainings to the students on personality development and career development skills. The database of the students is managed by the cell which plays a critical role in getting jobs for their alumni too.

In India, more number of engineering graduates and management graduates pass out every year than any other country. But surprisingly, only minuscule amount of professionals are employable or ready for employment after their education. Divya Shukla (2012) describes the importance of the employability in the Indian labor market and it has now commonly discussed topic in almost every HR forums. According to a NASSCOM report (2012), each year over 3 million graduates and post-graduates are added to the Indian workforce. Of these, only 25 percent of technical graduates and 10-15 percent of regular graduates are considered employable by the industry. Most of the proficient and non-proficient workforces are produced by public and private technical and management institutions. The main reason behind this truth is lack of employability skills apart from their technical and professional knowledge and age old curriculum they study.

Objectives of the study

- To design a model for training and placement cell for the technical and management institutions
- To give suggestive measures to enhance employability skills of the students

Methodology

The study conducted was both descriptive and exploratory in nature. The data was collected through the survey method from both students and Training and Placement Officer (TPO) in different private technical and management institutions in Karnataka. There were two sets of questionnaire one for TPOs and other for the students. The questionnaire was consisting of 48 questions for TPOs and 41 questions for students. The questionnaire was categorized under four headings. First part was demographic questions which will truly give actionable and meaningful results to assist in making better decisions, Second part was to know the present working models of the placement cell, third part consist of future Plans for the placement cell which will help to develop effective and efficient model to improve placements, to attract top companies and placing maximum number of students in industries. Final part consisting of enhancing the employability skills of the students and give the suggestive measures. Survey was conducted for different age groups and for both male and female students. Even survey was applicable to both urban and rural institutions.

The data was analyzed by using statistical t-test. Data collected was under the categories of Nominal and Ordinal. The present study was carried out for the technical and management institutions in Karnataka. The survey was conducted for thirty six Training and Placement Officers (TPOs) and three hundred seventy students from thirty six technical and management institutions in Karnataka.

Results and analysis

Data collected from the institutions was reviewed and then analyzed using statistical t - test using SPSS software to meet the objectives of the project work.

Hypothesis Testing

Following two hypotheses were formulated to meet the objectives of the study.

- H₀₁: There is no significant difference among TPOs and students regarding various factors required for development of TPC model.**
- H₀₂: There is no significant difference among TPOs and students regarding the skill parameters required to enhance employability skills of the students.**

After collecting the data, the independent t-test was conducted for the opinions given by both the students and TPOs to the questionnaire at the significant level of 95%. The p-values obtained from the t- test and the test outcomes are shown in From the Table 5.1, it is understood that the p- values for the factors D8, D2, D3, D5, D9, D4, D6, D1 and D7 are higher than the 0.05. Thus, it was revealed that there is not enough evidence to reject the null hypothesis. However, for the factors D11,

D10, D14, D15, D12 and D13 the p - values are less than 0.05. Hence, the null hypothesis was rejected for all these factors.

From the Table 5.2 independent t - test result indicates that the p - values for the factors S3, S4, S12, S5, S10, S11, S12, S13, S14, S1, S16 are higher than the 0.05. Thus, it was revealed that there is not enough evidence from the data to reject the null hypothesis. Hence, the null hypothesis was accepted for all these factors. For the factors S2, S6, S7, S8, S9, S16 the p - values are less than 0.05. Hence, the null hypothesis was rejected for these factors.

Proposed Model

Based upon the statistical tests results, suggestions collected from both TPOs and the students during the survey and the best practices being practiced in few of the TPCs of the Technical and management institutions, the following model for effective and efficient working of the TPC was proposed.

Organization Structure

- The TPC should have the full time TPO.
- The full pledged TPC with all infrastructure and facilities is required for the institutions.
- The vision and mission statements should be stated for TPC and displayed in the office.
- Well planned and organized process should be prepared for TPC.
- The TPC must include staff placement coordinators and student coordinators from each branches of the institution.
- Additional remuneration should be given to the TPO and TPC staff for each placement of the student as motivational factor.
- Sufficient funds to be provided by the institutions to the proper functioning of the TPC.
- TPC should publish Placement Brochures consisting the details of the present batch of students with their specialization and few top alumni to be given to the prospective employers.
- Depending upon the strength of the students in the college, the TPC may consist of TPO, Asst. TPO, FDC, SDC, Attender / helper.
- The TPC should have the well established office room, computer lab, meeting room, seminar room, and practice hall.
- Additional remuneration to be paid for the TPO/staff who spend extra time for training program on holidays / after college working hours.
- The transportation facilities should be provided for the students to attend the campus drives in other institutions.
- TPO has to seek the support from the management, staff and students to run the TPC office smoothly.
- TPO has to keep update information through the newspapers advertisements, employment news and from employment exchange offices about the vacancies at both public and private sector enterprises / companies. The students should be informed about such vacancies enabling them to attend Interviews at the premises of the Companies on specified dates and time for their recruitment.

Assessments

- For continuous monitoring and evaluation of the student performance, pre and post training assessments have to be conducted as per industrial standards.
- TPC has to help the students in improving the students' performance by giving training, showing the motivation videos, arranging guest lecturer from industry people and alumni.
- Keeping a tracking system for performance of the students from enrollment to employment.
- Regular feedback is taken from the students and company people after every drive.

Training

- The soft skill, industrial training, internship and project based learning training are to be incorporated in regular curriculum.
- The training to be given to the students from the very first year especially in improving communication skill.
- Arranging for certificate training programs which the industry demand.
- Improving the Industry?Institute Interaction by organizing lectures inviting the professionals from different industries.
- To enhance the skill sets of the students, following modules with number of training hours is recommended as suggested by both TPOs and Students which is shown in the Table 5.3.

There is variation in number of hours of training in these modules as suggested by TPOs and students. The final decision is made based on the situation.

- From the survey it was obtained that the criteria to select the professional trainee consultants or trainers to train the students should be based upon;
 - i. Modules they cover
 - ii. Previous training history
 - iii. Number of hours of training to the students
 - iv. Fees charge
 - v. Additional support they extend to the students after training

Placement

- Identification of student's potential and mapping their competencies.
- Cataloguing the database of students (their specialization, interests and their academic performances) to provide to the prospective recruiters.
- Providing interlink for the enthusiastic talent ready to explore new horizons alongside the growing requirement of the corporate world.
- Working as a platform for moulding the students according to the requirements of the corporate world and Research & Development Departments.
- Designing a web-based job-search portal for the Institute.
- Carrying out career counseling for students on regular basis.
- To enhance the placement cell activities, the institutions have to consider following points in order of their preference;
 - i. Infrastructure of the college
 - ii. Accreditation of the college
 - iii. Branding of the college
 - iv. Sufficient eligible strength of the students
 - v. Previous placement records
 - vi. Sufficient funds
 - vii. Alumni base

Conclusion

The data was collected from the 33 private technical and management institutions in Karnataka for both TPOs and students. The independent t test was conducted for the design and development of a TPC, skill parameters to enhance the

employability of students and training hours recommended to the students were analyzed. It was found that in most of the factors there was no significant difference among TPOs and students as the significant p - value of each factor was greater than 0.05 and hence null hypothesis was accepted.

Finally, a model was proposed for training and placement cell for the private technical and management institutions under four headings; namely TPC Structure, Training, Assessment and Placement. This model will help an institution; to establish a full pledged TPC, it's organization structure, the facilities to be provided to the students during training and placements, the number of hours of training to be given to the students in different skill sets, different works to be carried out by the TPOs and the bases of selection of the trainees, training modules to enhance the employability and placements of the students.

References

1. Aswathappa K (2011). Human Resource Management. TataMcGraw Hill, sixth edition.
2. Amit Dar et al. (2006). Skill Development in India the Vocational Education and Training System, Human Development Unit South Asia Region the World Bank. 5-10.
3. Archana Mantri, Sunil Dutt et al. (2007). Imbibing soft skills in technical studies: The problem based learning way, The Indian Journal of Technical Education, Vol. 30, 79-83.
4. B. Sripala, G.V. Praveen (2011). Soft Skills in Engineering Education: Industry Perspective, Language in India Strength for Today and Bright Hope for Tomorrow, Vol. 11, 1-7.
5. Brandstatter, Herman (2011). Personality Aspects of Entrepreneurship: A Look at Five Meta-Analysis, Elsevier, Personality and Individual Differences, 222-230.
6. C. Palanichamy, S. Veeramani (2013). Employability Enhanced Education - From Theory To Practice, 2nd International Higher Education Teaching and Learning ,8-12.
7. careerPrime training and recruitment solution (2012).
8. Champal de Costa (2012). "KYE"- know your entrepreneur: an alternative approach in volatile times, 24th Anniversary Convention, 249-264.
9. Divya Shukla (2012). Employability Skill among Professionals - Chagrin of HR Executives in Indian Labor Market: A Study on Engineering Graduates of Bhopal City, VSRD international journal of business & management research, Vol. 2, 418-427.
10. Mohammad A. A. (2012). Outcomes-based Education and Employability at Philadelphia University, International Journal of Humanities and Social Science, Vol.10,40-48.
11. Mudenda Simukungwe-Moono (2010). Programme Development and Employability in Higher Education Institutions in Zambia, Universitetet ioslo,8-13.
12. Peter Drucker F (2006). Innovation and Entrepreneurship, UK, Elsevier Linacre House, 59-64.
13. Proposal for Globarena products & services (2012).
14. R. Hariharan (2009). Technical Vocational Education and Skills Development, The Indian Journal of Tecical Education, Vol.32, 30-37.
15. Spady, W. (1988). Organizing For Results: The Basis of Authentic Restructuring and Reform. Educational Leadership, Vol. 46, 4-8.
16. Timmons Jeffrey A. and Soinelli Stephen (2004). New Venture Creation, Entrepreneurship for the 21st Century, McGraw-Hill/Irwin, 120-125.
17. V. Saravanan (2009). Sustainable Employability Skills for Engineering Professionals, The Indian Review of World Literature in English, Vol. 5, 3-5.
18. About_trainig_and_placement retrieved on 19/11/2013 from http://www.sairam.edu.in/About_training_and_placement.html/
19. About apprenticeship retrieved on 2/2/2014 from <http://en.wikipedia.org/wiki/Apprenticeship/>.

20. About responsibilities of training & placement cell retrieved on 29/5/2014 from <http://gscet.ac.in/facilities/placements/mentoring-cell>
21. About sample size determination retrieved on 30/5/2014 from http://en.wikipedia.org/wiki/Sample_size_determination
22. the Tables 1 and Table 2

Table 1. Hypothesis results for design and development of TPC

Factors	p-value	Test outcome
D8	0.342	There is no significant difference between TPOs and students regarding student feedback after each placement drive.
D2	0.332	There is no significant difference between TPOs and students regarding number of placements enhance the brand image of institution.
D3	0.322	There is no significant difference between TPOs and students' regarding soft skill training has to be incorporated along with regular curriculum.
D5	0.210	There is no significant difference between TPOs and students regarding TPC to become member of professional bodies such NASSCOM, FICCI etc.
D9	0.182	There is no significant difference between TPOs and students regarding arranging of alumni meet every year.
D4	0.121	There is no significant difference between TPOs and students to develop database of alumni.
D6	0.096	There is no significant difference between TPOs and students regarding requirement of awareness training on career vs. job.
D1	0.082	There is no significant difference between TPOs and students regarding need for common TPC model.
D7	0.053	There is no significant difference between TPOs and students regarding placement has an effect on college admissions.
D11	0.047	There is significant difference between TPOs and students regarding training program should be a part of regular time table.
D10	0.033	There is significant difference between TPO and students regarding training should be given from first year to the students.
D15	0.014	There is significant difference between TPOs and students regarding attending of regular alumni talk.
D14	0.004	There is significant difference between TPO and students regarding developing of database of company profile.
D12	0.001	There is significant difference between TPOs and students regarding importance of full pledge office for TPC.
D13	0.001	There is significant difference between TPOs and students regarding developing of database of students.

Source : Field Survey

Table 2. Hypothesis results for skill parameters

Factors	p-value	Test outcome
S3	0.559	There is no significant difference between TPOs and students regarding conduct of regular industrial visits to the students.
S4	0.390	There is no significant difference between TPOs and students regarding conduct of inter college competitions.
S12	0.381	There is no significant difference between TPOs and students regarding implementation of mentoring programmes to the students.
S5	0.277	There is no significant difference between TPOs and students regarding providing add on training programs.
S11	0.269	There is no significant difference between TPOs and students regarding training to improve social skills.
S13	0.194	There is no significant difference between TPOs and students regarding making use of IT to teach employability skill.
S14	0.192	There is no significant difference between TPOs and students regarding making practice sessions compulsory for attending drives.
S10	0.165	There is no significant difference between TPOs and students regarding encouraging the student to interact more with the industries.
S16	0.100	There is no significant difference between TPOs and students regarding arranging guest lecturers from industry.
S1	0.062	There is no significant difference between TPOs and students regarding establishing finishing school in the college.
S6	0.032	There is significant difference between TPOs and students regarding conducting personality development programmes.
S7	0.028	There is significant difference between TPOs and students regarding giving English language training compulsorily to all the students.
S9	0.026	There is significant difference between TPOs and students regarding insisting students to target minimum at scoring of 60% in university exams.
S8	0.023	There is significant difference between TPOs and students regarding motivating students to take more competitive exam like GATE / GRE / CAT / MAT etc.
S15	0.012	There is significant difference between TPOs and students regarding empowering the students to take active part in TPC activities.
S2	0.001	There is significant difference between TPOs and students regarding making all the training programmes compulsory to all the students in multidisciplinary areas.

Source : Field Survey

Table 3. Number of hours training to the students

S. No.	Modules	Number of hours of training as suggested by the	
		TPOs	Students
1	Aptitude	60	60
2	Communication/Soft skill	32/42	32/42
3	GD skill	32	32
4	English Language Skill*	60	42
5	Career counseling	32	32
6	HR interview skills	32	32
7	Resume preparation	32	32
8	Company centric training*	42	60
9	Campus Recruitment training		
	Certificates	32	32
10	Technical skills	60	60

Source : Field Survey